

The
**State Report
Card**
for
**No Child Left
Behind**

Iowa Department
of Education



September 2011

The State Report Card for No Child Left Behind

Iowa Department of Education
2011

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September 2011

Dear Iowans:

Knowing where you are and where you want to go is a key step in the learning process.

Every day, Iowa teachers take a close look at students to pinpoint how their skills stack up in the big picture. Identifying individual strengths and weaknesses helps teachers retool instruction to capture better results.

We must take the same approach systemwide as we move to build on Iowa's proud tradition of educational excellence. Our goal is to design an education system that leads the world and prepares every child to graduate ready for college and careers in a globally competitive context.

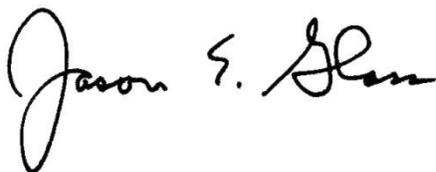
The data provided here in the *2011 State Report Card for No Child Left Behind* will guide us in our effort to transform Iowa's good schools into great schools. The numbers reflect work done in classrooms across Iowa. We use them to evaluate how much our children are learning and what we need to do to improve, from the local schools to the state level. These measures of student achievement also are at the heart of state accountability systems required by the federal education law known as No Child Left Behind.

This report includes assessment results, attendance rates, high school graduation rates and teacher qualifications, among other data.

Please note changes at the federal level that impact the way race and ethnicity of students and staff have been reported, starting with the 2009-10 school year. The U.S. Department of Education's requirement for states is in line with requirements for all federal agencies and with the U.S. Census Bureau's 2000 collection. Read more about these changes on pages 1 and 2 of this report.

I encourage all Iowans to take time to review this report. Staying informed is the first step on the path to meaningful change and improvement.

I look forward to working with you to restore Iowa's standing as a leader in education. All children deserve a world-class education.



Jason E. Glass, Director
Iowa Department of Education



Acknowledgments

The authors of the *State Report Card for No Child Left Behind* wish to thank the staff of the Iowa Department of Education who contributed to the production of this report. A thank you is extended to Dr. Steve Dunbar and Dr. Catherine Welch of Iowa Testing Programs. Thank you to Staci Hupp, Marcia Krieger, and David Shirbroun for their input on the State Report Card.

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Introduction

The *No Child Left Behind Act* (NCLB) of 2001 requires each state to provide an annual report card to inform stakeholders and the public about the progress of students and schools on indicators of student achievement and other information that relates to student success. The *State Report Card for No Child Left Behind* provides state-level data to serve as a comparison for schools and districts as they consider and implement improvement efforts to increase the success for all Iowa students. The *State Report Card* contains the critical elements of accountability under NCLB as specified in the No Child Left Behind Act 1111(h)(1)(C)(i). These are listed below:

- The comparison between the percent of public school students in each group scoring at the proficient level on the Iowa Tests of Basic Skills (ITBS) or the Iowa Tests of Educational Development (ITED) with Iowa's annual measurable objectives (AMO) as required in the Adequate Yearly Progress (AYP) formula. The AMO results represent the performance of students that enrolled in Iowa public schools for a full academic year in grades 3 to 8 and 11.
- The percent of public school students, by group, who did participate in the ITBS, ITED, or Iowa Alternate Assessment (IAA) in grades 3 to 8 and 11.
- The participation rates and assessment results for students with disabilities in grades 3 to 8 and 11.
- The percent of students scoring at each achievement level on ITBS for grades 3 to 8, and ITED for grade 11 or IAA in grades 3 to 8 and 11. The results are for the public school students who were enrolled for a full academic year.
- Trends in student achievement for reading and mathematics for all students in grades 4, 8, and 11.
- The most recent results of National Assessment of Educational Progress (NAEP) for Iowa grades 4 and 8 in reading and mathematics.
- Other academic indicators including the public school statewide attendance rates for kindergarten to grade 8 and graduation rates for public high schools.
- The percentage of classes not taught by highly qualified teachers (HQT) in the aggregate and disaggregate by high-poverty and low-poverty schools and by school level and academic area.
- Districts that did not make adequate yearly progress for two consecutive years under NCLB are identified as districts in need of assistance. Districts remain identified until they have made AYP for two consecutive years.
- Schools that did not make adequate yearly progress for two consecutive years under NCLB, section 1116, are identified as schools in need of assistance. Schools remain identified until they have made AYP for two consecutive years.

The race and ethnicity of Iowa students was collected in a new manner beginning in 2009-2010. Iowa made this change in accordance to federal government requirements. These changes could impact the reporting of disaggregation by race/ethnicity. Trend lines could differ between 2008-2009 and 2009-2010 when looking at subgroup data because of the different method of collecting race/ethnicity information (see Figures 3, 10, 17, 24, 31, 38, and 45).

In the fall of 2009, Iowa school districts re-identified all students according to a new race and ethnicity coding. The Iowa Department of Education changed race and ethnicity code standards to

reflect population changes over the years. The new standards are also consistent with Census data and other national data sets, align with other agencies already using the new standards (such as health agencies), and are required for federal education eligibility and accountability reporting (such as No Child Left Behind and the Individuals with Disabilities Education Act).

Iowa's Race/Ethnicity Reporting Categories	
2008-2009 school year and previous	2009-2010 school year and future
<ul style="list-style-type: none"> • African American • American Indian • Asian or Pacific Islander • Hispanic • White 	<ul style="list-style-type: none"> • African American • American Indian • Asian • Hispanic • Hawaiian or Pacific Islander • White • Two or More Races

Annual Measurable Objectives

The state's Annual Measurable Objectives (AMO) represent a minimum percentage of students who meet or exceed the proficient level by grade and subject areas (reading and mathematics). The AMO by subject area and grade are the same throughout the state for each public school and each student subgroup. Table 1 shows the AMO targets and student performance for 2010-2011 in reading and mathematics by grade and subgroup for grades 3 to 8 and 11. The data in Table 1 include the Iowa Tests of Basic Skills (ITBS), Iowa Tests of Educational Development (ITED), and Iowa Alternate Assessment (IAA) assessment results for the public school students who were enrolled in the state for a full academic year.

Table 1

Reading and Mathematics 2010-2011 Annual Measurable Objectives Target vs. Reading and Mathematics Performance by Grade and Subgroup							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading							
AMO (2010-2011)	80.6%	82.0%	82.3%	77.3%	78.7%	80.0%	84.5%
All Students	78.0	82.4	80.8	70.0	74.9	75.5	78.2
African American	52.6	57.4	57.1	40.8	47.4	47.9	51.9
American Indian	67.0	71.2	65.2	52.7	63.2	70.1	66.7
Asian	78.2	81.8	83.2	72.0	76.8	79.8	75.7
Hawaiian or Pacific Islander	45.0	79.1	72.3	62.8	62.1	60.0	73.1
Hispanic	63.4	67.0	64.3	50.6	56.1	58.9	61.4
White	81.3	85.6	84.1	73.9	78.4	78.7	80.6
Two or more races	74.0	79.9	77.4	60.2	69.7	66.1	71.0
Male+	75.6	80.9	79.6	67.4	72.7	73.5	74.5
Female+	80.5	83.8	82.0	72.7	77.3	77.6	82.0
Disability*	42.2	48.1	44.3	28.4	30.7	29.3	30.4
Migrant**+	53.2	58.7	45.9	48.6	29.3	46.8	30.0
English Language Learner	55.0	58.4	50.4	31.0	30.3	36.7	30.4
Low Socioeconomic Status	67.1	71.9	69.5	55.3	60.8	61.4	63.8
Mathematics							
AMO (2010-2011)	80.5%	81.0%	82.5%	79.6%	79.0%	79.0%	84.5%
All Students	78.6	82.2	80.4	75.2	80.0	77.7	77.8
African American	49.8	55.3	51.9	42.3	49.6	46.0	44.2
American Indian	60.9	65.4	65.2	48.4	64.7	61.6	64.3
Asian	82.4	82.3	84.2	81.8	85.1	82.0	77.1
Hawaiian or Pacific Islander	50.0	69.8	66.0	55.8	63.3	60.0	69.2
Hispanic	63.7	68.2	64.5	57.4	65.6	61.5	57.3
White	82.3	85.4	84.0	79.1	83.2	81.2	80.8
Two or more races	69.5	79.3	72.2	64.7	72.2	70.2	71.1
Male+	79.5	82.8	81.8	75.4	79.8	78.3	79.4
Female+	77.7	81.6	78.9	75.0	80.2	77.0	76.1
Disability*	49.8	52.0	46.3	36.6	40.3	35.6	34.6
Migrant**+	58.5	60.0	51.1	62.5	49.4	60.7	32.7
English Language Learner	59.3	59.4	51.6	41.5	47.1	46.1	33.9
Low Socioeconomic Status	67.4	71.6	69.2	61.1	67.5	63.7	61.4

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress (AYP) Report. *Disability status is determined by the presence of an individualized education program (IEP). **Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Student Participation Rates

The Iowa Department of Education collects assessment participation rates for students in grades 3 to 8 and 11 through the adequate yearly progress (AYP) annual report from all public schools and districts. Participation rates include all students regardless of full academic year enrollment status. Table 2 presents the 2010-2011 state level assessment participation rates for reading and mathematics by grade and subgroup.

Table 2

Reading and Mathematics 2010-2011 Participation Rates by Grade and Subgroup							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading							
All Students	99.4	99.5	99.5	99.4	99.2	99.0	97.8
African American	98.3	99.1	98.9	99.1	98.0	98.0	95.1
American Indian	99.3	99.4	98.8	98.9	98.3	96.7	91.9
Asian	99.5	99.1	99.2	98.8	98.9	99.2	98.6
Hawaiian or Pacific Islander	98.1	100.0	98.4	98.1	100.0	97.9	94.3
Hispanic	99.3	99.1	99.4	98.7	98.9	98.5	96.5
White	99.5	99.6	99.6	99.5	99.4	99.2	98.1
Two or More Races	99.4	99.4	100.0	99.7	98.9	98.1	97.9
Male+	99.4	99.5	99.5	99.3	99.1	98.9	97.5
Female+	99.4	99.6	99.5	99.5	99.3	99.1	98.1
Disability*	98.3	98.7	98.8	98.5	97.6	97.2	94.1
Migrant**+	96.7	98.2	97.6	96.1	98.2	97.0	97.3
English Language Learner	98.9	98.6	98.8	97.9	98.2	97.9	96.6
Low Socioeconomic Status	99.0	99.2	99.2	99.1	98.8	98.6	96.2
Mathematics							
All Students	99.3	99.4	99.4	99.3	98.9	98.7	97.8
African American	98.5	98.9	98.9	98.8	97.9	98.1	94.9
American Indian	99.3	97.7	98.8	97.7	96.6	96.7	93.4
Asian	98.9	99.1	99.6	99.3	99.1	99.6	98.7
Hawaiian or Pacific Islander	98.1	100.0	98.4	98.1	100.0	97.9	94.3
Hispanic	99.5	99.3	99.5	98.8	98.9	98.7	96.6
White	99.4	99.5	99.4	99.4	98.9	98.8	98.0
Two or More Races	99.3	99.3	99.8	99.6	98.4	97.8	98.3
Male+	99.3	99.4	99.5	99.3	98.7	98.7	97.5
Female+	99.4	99.5	99.4	99.4	99.0	98.8	98.1
Disability*	98.3	98.6	98.6	98.4	96.9	96.8	93.5
Migrant**+	100.0	99.1	100.0	97.1	100.0	97.0	98.6
English Language Learner	99.4	99.1	99.3	99.0	98.8	99.3	97.1
Low Socioeconomic Status	98.9	99.1	99.1	99.0	98.4	98.3	96.1

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress Report. *Disability status is determined by the presence of an individualized education program. **Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Due to an enhancement of district reporting, participation rates dropped slightly in 2010-2011.

Assessment Results for Students with Disabilities

There are three ways that students with disabilities may participate in assessments: by taking the regular assessment without accommodations, taking the regular assessment with accommodations, or taking the Iowa Alternate Assessment (IAA). These options are available for both the reading and mathematics sections of the Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED). The method of participation is determined for each student by an Individualized Education Program team and is documented in the student's Individualized Education Program (IEP).

Table 3 shows the achievement by test type in reading and mathematics for students with disabilities in grades 3 to 8 and 11 who were enrolled for a full academic year.

Table 3

2010-2011 Reading and Mathematics Achievement for Students with Disabilities by Test Type							
	Percent Proficient						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading							
AMO (2010-2011)	80.6%	82.0%	82.3%	77.3%	78.7%	80.0%	84.5%
ITBS/ITED (ITP)*	39.3	45.9	42.1	26.2	28.8	27.3	28.8
ITP w/ Accommodations	29.7	38.6	36.9	21.6	24.8	24.3	26.3
ITP w/o Accommodations	71.9	77.7	73.5	57.1	63.7	55.3	47.3
Iowa Alternate Assessment (IAA)	83.8	79.9	76.5	68.2	61.6	62.4	56.4
ITP or IAA**	42.2	48.1	44.3	28.4	30.7	29.3	30.4
Mathematics							
AMO (2010-2011)	80.5%	81.0%	82.5%	79.6%	79.0%	79.0%	84.5%
ITBS/ITED (ITP)*	47.8	50.2	44.6	34.6	38.8	33.8	33.0
ITP w/ Accommodations	40.6	44.3	39.9	30.6	35.1	30.4	31.2
ITP w/o Accommodations	72.3	75.8	73.2	61.6	70.9	65.5	46.0
Iowa Alternate Assessment (IAA)	79.5	77.9	70.7	72.9	65.7	65.7	59.3
ITP or IAA**	49.8	52.0	46.3	36.6	40.3	35.6	34.6

Sources: Iowa Department of Education, Bureau of Student and Family Support Services file and AYP file.

Notes: * ITP (Iowa Testing Programs) indicates ITBS and ITED.

**Students with disabilities who took either the ITBS/ITED (ITP) or IAA.

Achievement data are for students enrolled for full academic year (FAY) only.

Table 4 shows a range of 93.5 to 98.8 percent of students with disabilities in grades 3 to 8 and 11 who participated in reading and mathematics assessments. The majority of students with IEPs participated in the ITBS or ITED (with or without accommodations) with approximately 5.9 percent of Iowa's students with disabilities participating in the IAA for reading and mathematics. Only 0.6 percent of all students (IEP and not IEP) took the IAA.

Table 4

2010-2011 Reading and Mathematics Participation Rates for Students with Disabilities by Test Type							
	Number and Percent of Students						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading							
FAY ITBS/ITED (ITP)	3,815	4,151	4,294	4,303	4,176	4,193	3,573
FAY ITBS/ITED (ITP) with Accommodations	2,953	3,377	3,683	3,750	3,749	3,796	3,151
FAY ITBS/ITED (ITP) without Accommodations	862	774	611	553	427	397	422
FAY Iowa Alternate Assessment (IAA)	265	283	288	245	255	247	224
FAY ITP or IAA	4,080	4,434	4,582	4,548	4,431	4,440	3,797
Total ITP or IAA (FAY and non-FAY)	4,501	4,923	5,059	5,030	4,941	4,976	4,282
Total Enrollment for Students with Disabilities	4,578	4,989	5,122	5,108	5,061	5,121	4,551
Participation Rates for Students with Disabilities	98.3%	98.7%	98.8%	98.5%	97.6%	97.2%	94.1%
Mathematics							
FAY ITBS/ITED (ITP)	3,809	4,146	4,289	4,303	4,136	4,165	3,575
FAY ITBS/ITED (ITP) with Accommodations	2,950	3,373	3,675	3,749	3,709	3,767	3,152
FAY ITBS/ITED (ITP) without Accommodations	859	773	614	554	427	398	423
FAY Iowa Alternate Assessment (IAA)	264	279	286	240	254	245	225
FAY ITP or IAA	4,073	4,425	4,575	4,543	4,390	4,410	3,800
Total ITP or IAA (FAY and non-FAY)	4,492	4,914	5,050	5,020	4,893	4,934	4,280
Total Enrollment for Students with Disabilities	4,571	4,986	5,122	5,102	5,052	5,096	4,578
Participation Rates for Students with Disabilities	98.3%	98.6%	98.6%	98.4%	96.9%	96.8%	93.5%

Sources: Iowa Department of Education, Bureau of Student and Family Support Services file and AYP file.

Notes: FAY indicates full academic year.

ITP (Iowa Testing Programs) indicates ITBS and ITED.

Student Performance

One of the requirements for *The State Report Card for No Child Left Behind* is to show public school students scoring at each achievement level on Iowa Tests of Basic Skills (ITBS) for grades 3 to 8 and Iowa Tests of Educational Development (ITED) for grade 11 as well as the alternate assessment in these grades.

Achievement data are reported by levels—Low, Intermediate, and High.

- The Achievement Levels Report for the ITBS and ITED is provided to Iowa schools to help describe the level of performance of student groups and monitor the progress of groups over time. For each of the three main achievement levels—Low, Intermediate, and High—descriptors are included in the report to identify what the typical student in each level is able to do. The Iowa Department of Education (DE) has combined the Intermediate and High performance levels to define a single achievement level called “Proficient” as a student performance indicator. For accountability purposes, the DE uses the national percentile rank scale from the ITBS and ITED. Low performance is the range 1-40, Intermediate is 41-89, and High is 90-99. Consequently, the Proficient range is percentile ranks 41-99 and the percentile ranks 1-40 are regarded as Less-than-Proficient.
- Comparisons of results from one grade to another are not appropriate because the corresponding descriptions of performance are not exactly the same from grade to grade. For example, “Low” in reading comprehension does not mean exactly the same thing at grade 4 and grade 11.
- Comparisons from one subject area to another are not appropriate because the corresponding descriptions of performance are much different from subject to subject. For example, “Low” in grade 4 reading comprehension does not mean the same thing as “Low” in grade 4 mathematics.
- Separate tables show achievement level performance for students by gender, racial/ethnic, disability, socioeconomic, primary language, and migrant subgroups. These subgroups vary in size from year to year. The subgroup data should not be averaged to obtain an overall value that matches the data for the total grade group.

The Iowa Alternate Assessment (IAA) measures what students know and can do at their grade level in reading and mathematics as compared to Iowa’s Alternate Achievement Standards and is designed for students with the most significant cognitive disabilities. There are three levels of proficiency for the IAA: Basic (non-proficient), Proficient, and Advanced (proficient and advanced are put together to form “Proficient” for AYP).

Reading

Table 5 shows student performance by achievement level for 2010-2011. Figures 1 to 21 show the reading trends for all public school students in grades 4, 8 and 11 and by subgroups.

Table 5

Reading Performance by Achievement Level 2010-2011

	Proficient	Percent of Students		
		High	Intermediate	Low
Grade 3				
All Students	78.0	17.3	60.7	22.0
African American	52.6	5.5	47.1	47.4
American Indian	67.0	7.3	59.6	33.0
Asian	78.2	19.5	58.7	21.8
Hawaiian or Pacific Islander	45.0	2.5	42.5	55.0
Hispanic	63.4	7.0	56.4	36.6
White	81.3	19.2	62.1	18.7
Two or more races	74.0	14.5	59.5	26.0
Male+	75.6	15.4	60.2	24.4
Female+	80.5	19.3	61.2	19.5
Disability*	42.2	6.5	35.7	57.8
Migrant**+	53.2	1.1	52.1	46.8
English Language Learner	55.0	3.3	51.8	45.0
Low Socioeconomic Status	67.1	9.5	57.6	32.9
Grade 4				
All Students	82.4	25.3	57.0	17.6
African American	57.4	8.0	49.4	42.6
American Indian	71.2	11.5	59.7	28.8
Asian	81.8	29.0	52.8	18.2
Hawaiian or Pacific Islander	79.1	14.0	65.1	20.9
Hispanic	67.0	11.1	56.0	33.0
White	85.6	28.0	57.6	14.4
Two or more races	79.9	20.7	59.2	20.2
Male+	80.9	24.0	56.9	19.0
Female+	83.8	26.7	57.1	16.2
Disability*	48.1	9.1	39.0	51.9
Migrant**+	58.7	9.3	49.3	41.3
English Language Learner	58.4	5.4	53.1	41.6
Low Socioeconomic Status	71.9	14.5	57.3	28.1
Grade 5				
All Students	80.8	18.8	62.0	19.2
African American	57.1	6.5	50.6	42.9
American Indian	65.2	6.5	58.7	34.8
Asian	83.2	23.0	60.1	16.8
Hawaiian or Pacific Islander	72.3	17.0	55.3	27.7
Hispanic	64.3	7.8	56.5	35.7
White	84.1	20.8	63.3	15.9
Two or more races	77.4	13.0	64.4	22.6
Male+	79.6	17.7	61.9	20.4
Female+	82.0	19.9	62.1	18.0
Disability*	44.3	6.9	37.3	55.7
Migrant**+	45.9	2.4	43.5	54.1
English Language Learner	50.4	2.9	47.5	49.6
Low Socioeconomic Status	69.5	9.8	59.7	30.6

Table 5 (continued)

	Reading Performance by Achievement Level 2010-2011			
	Proficient	Percent of Students		
		High	Intermediate	Low
Grade 6				
All Students	70.0	13.5	56.5	30.0
African American	40.8	4.6	36.2	59.2
American Indian	52.7	7.0	45.7	47.3
Asian	72.0	18.0	54.0	28.0
Hawaiian or Pacific Islander	62.8	4.7	58.1	37.2
Hispanic	50.6	4.9	45.7	49.4
White	73.9	14.9	59.0	26.1
Two or more races	60.2	9.4	50.8	39.8
Male+	67.4	12.4	55.0	32.6
Female+	72.7	14.6	58.0	27.3
Disability*	28.4	3.0	25.5	71.6
Migrant**+	48.6	2.8	45.8	51.4
English Language Learner	31.0	1.2	29.8	69.0
Low Socioeconomic Status	55.3	6.0	49.3	44.7
Grade 7				
All Students	74.9	18.3	56.6	25.1
African American	47.4	5.5	41.9	52.6
American Indian	63.2	6.6	56.6	36.8
Asian	76.8	25.3	51.5	23.2
Hawaiian or Pacific Islander	62.1	6.9	55.2	37.9
Hispanic	56.1	7.2	48.9	43.9
White	78.4	20.1	58.3	21.6
Two or more races	69.7	13.1	56.6	30.3
Male+	72.7	18.7	54.0	27.3
Female+	77.3	17.9	59.3	22.8
Disability*	30.7	3.5	27.2	69.3
Migrant**+	29.3	1.3	28.0	70.7
English Language Learner	30.3	1.8	28.5	69.7
Low Socioeconomic Status	60.8	9.0	51.7	39.2
Grade 8				
All Students	75.5	17.5	57.9	24.5
African American	47.9	4.8	43.1	52.1
American Indian	70.1	10.2	59.9	29.9
Asian	79.8	20.4	59.4	20.2
Hawaiian or Pacific Islander	60.0	20.0	40.0	40.0
Hispanic	58.9	6.7	52.3	41.1
White	78.7	19.4	59.3	21.3
Two or more races	66.1	10.3	55.8	33.9
Male+	73.5	16.3	57.2	26.5
Female+	77.6	18.9	58.7	22.5
Disability*	29.3	2.6	26.7	70.7
Migrant**+	46.8	3.2	43.5	53.2
English Language Learner	36.7	1.2	35.5	63.3
Low Socioeconomic Status	61.4	8.0	53.4	38.6

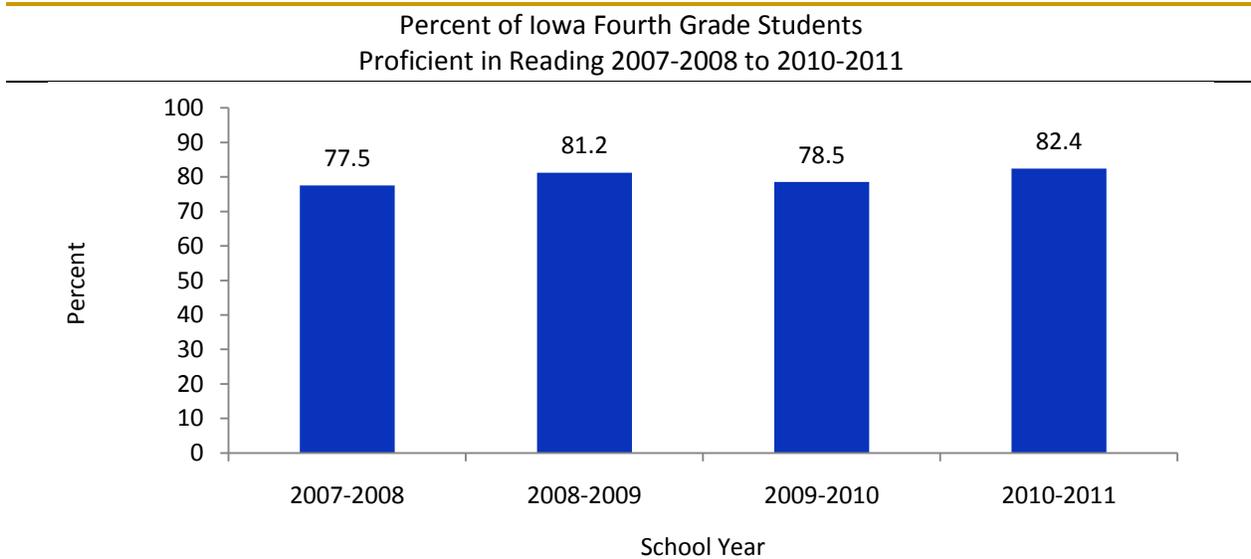
Table 5 (continued)

	Reading Performance by Achievement Level 2010-2011			
	Proficient	High	Intermediate	Low
	Grade 11			
All Students	78.2	18.1	60.0	21.8
African American	51.9	4.6	47.4	48.1
American Indian	66.7	7.9	58.8	33.3
Asian	75.7	24.0	51.7	24.3
Hawaiian or Pacific Islander	73.1	19.2	53.8	26.9
Hispanic	61.4	9.0	52.5	38.6
White	80.6	19.2	61.4	19.4
Two or more races	71.0	19.6	51.3	29.1
Male+	74.5	15.5	59.0	25.5
Female+	82.0	20.9	61.1	18.0
Disability*	30.4	2.3	28.1	69.6
Migrant**+	30.0	0.0	30.0	70.0
English Language Learner	30.4	1.2	29.2	69.6
Low Socioeconomic Status	63.8	8.3	55.5	36.2

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress Report. *Disability status is determined by the presence of an individualized education program. **Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood. The Iowa Department of Education has combined the Intermediate and High achievement levels to define a single achievement level called Proficient. Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

Figure 1

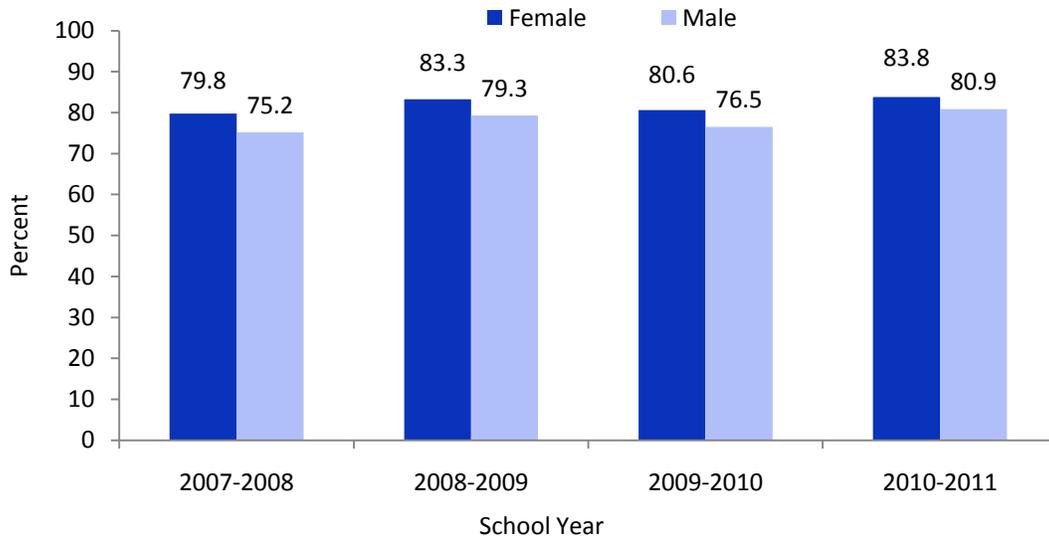


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 2

Percent of Iowa Fourth Grade Students Proficient in Reading by Gender 2007-2008 to 2010-2011

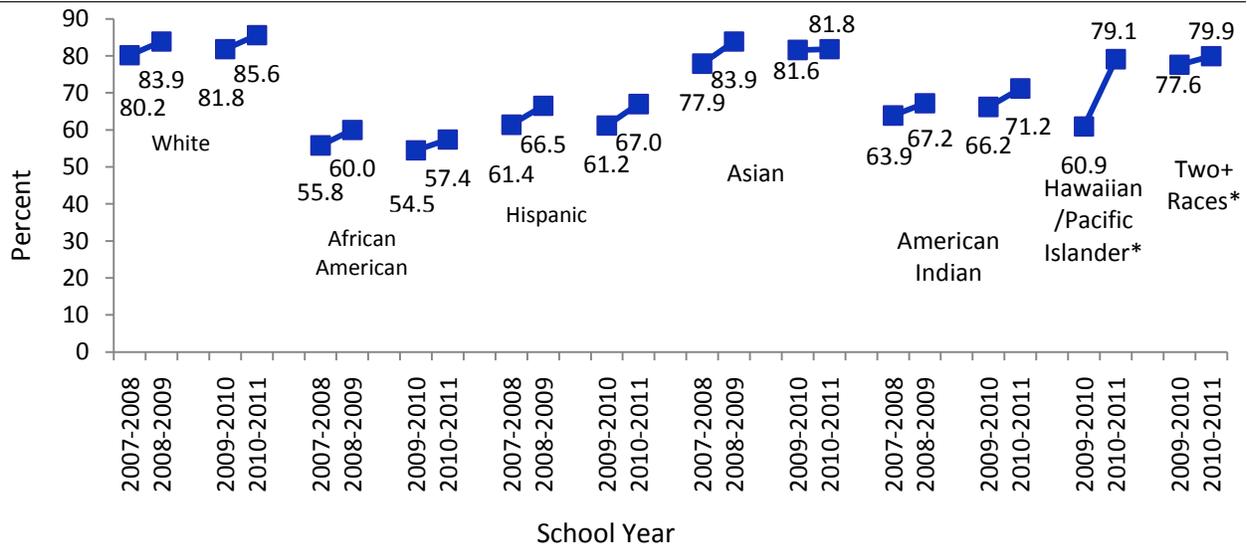


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 3

Percent of Iowa Fourth Grade Students Proficient in Reading by Race/Ethnicity 2007-2008 to 2010-2011

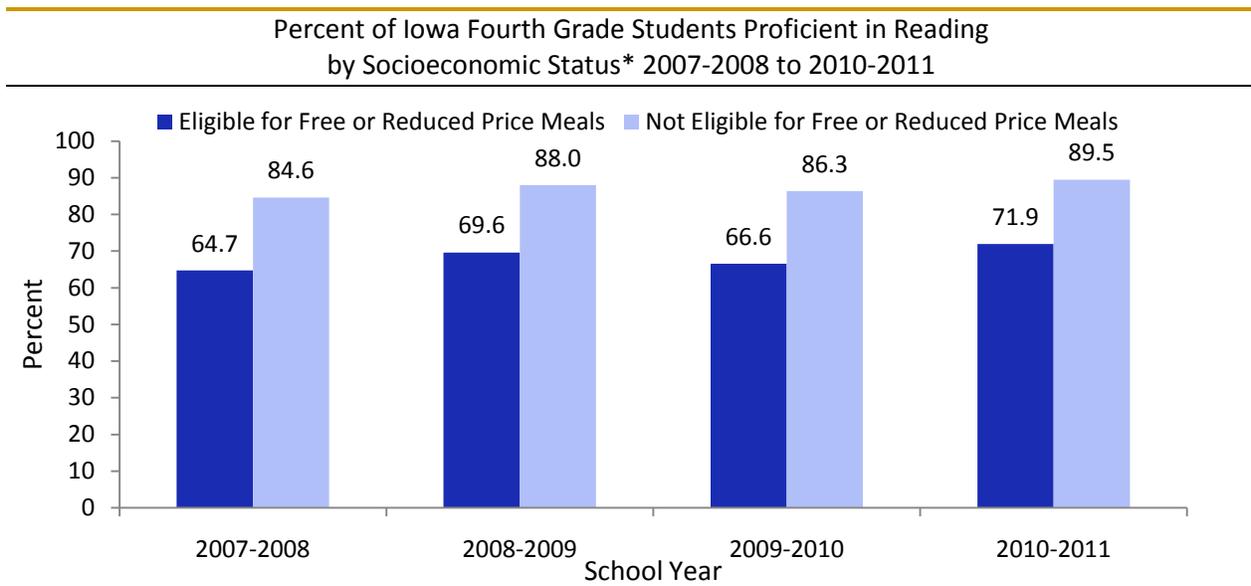


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*New reporting subgroup in 2009-2010.

Figure 4

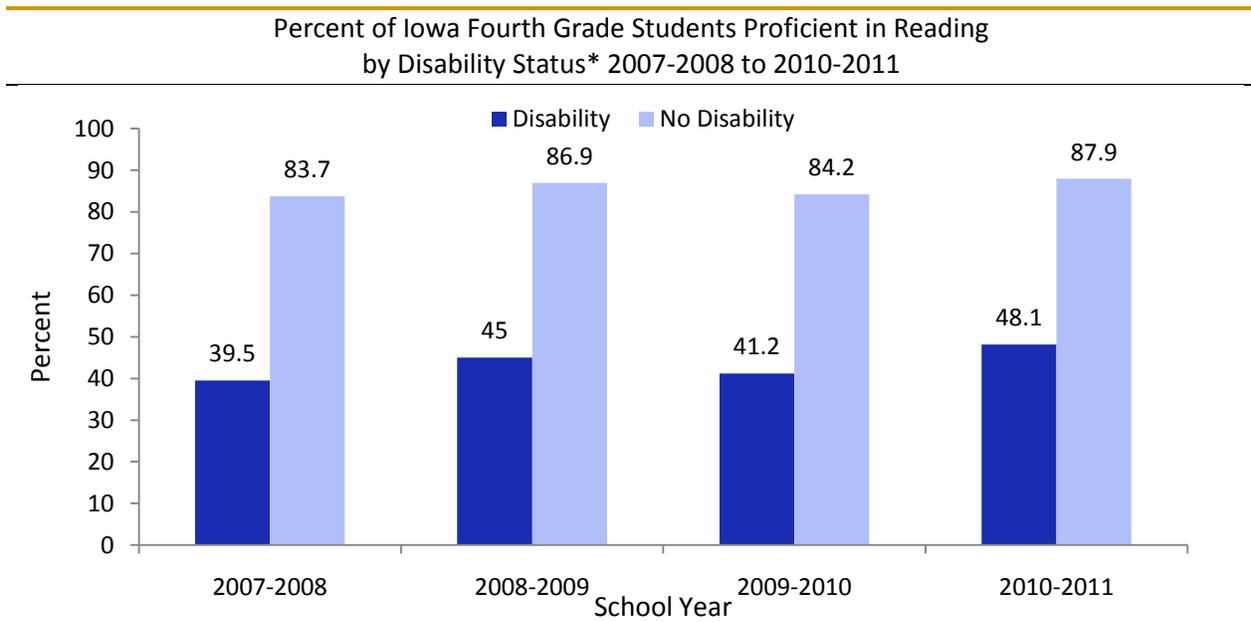


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 5



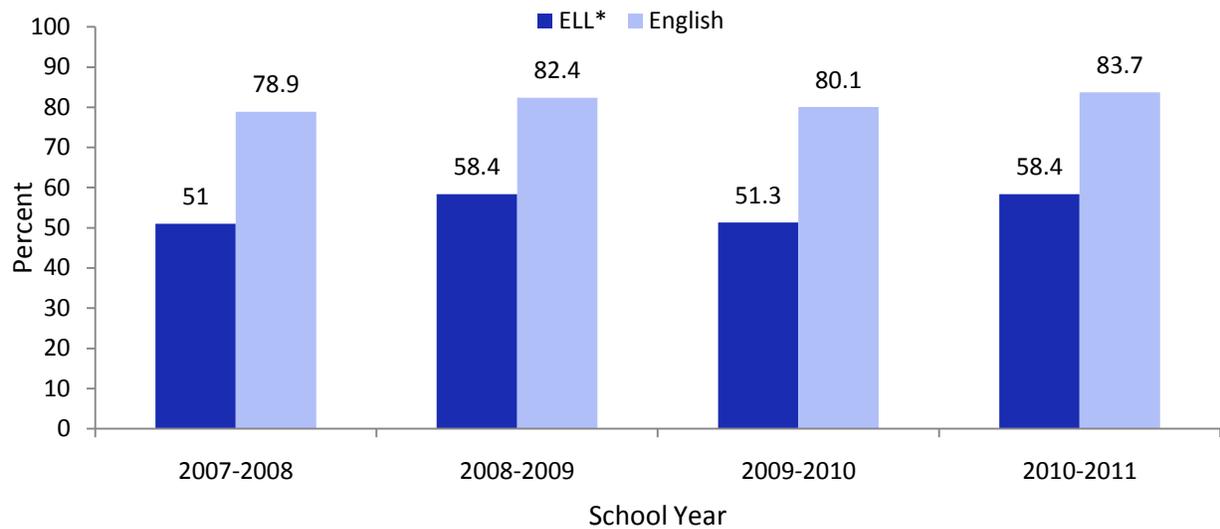
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 6

Percent of Iowa Fourth Grade Students Proficient in Reading by Primary Language Status* 2007-2008 to 2010-2011



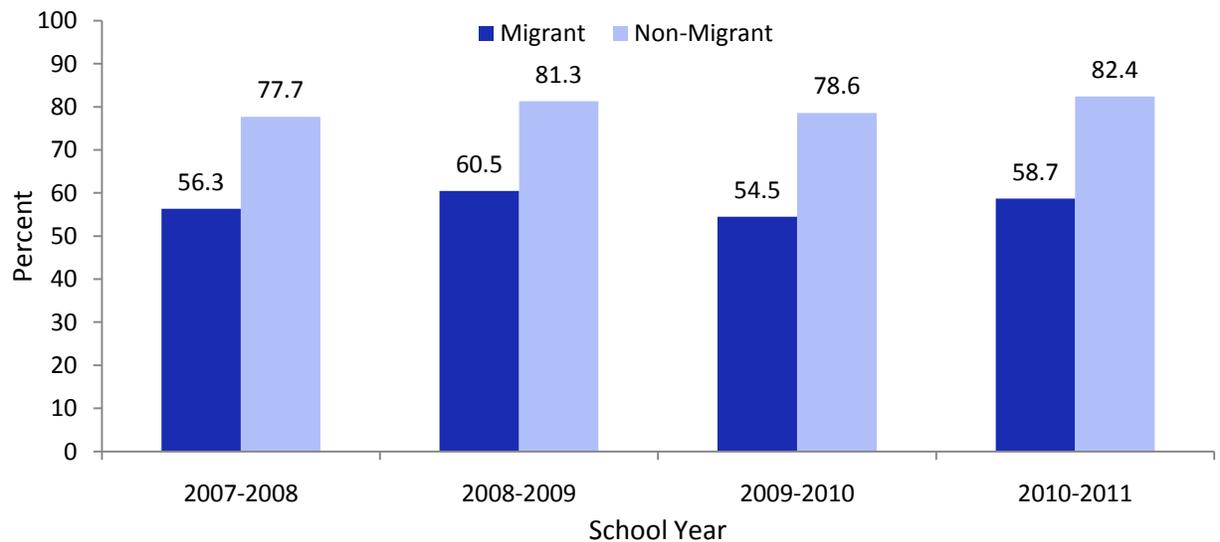
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Primary language status classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 7

Percent of Iowa Fourth Grade Students Proficient in Reading by Migrant Status* 2007-2008 to 2010-2011



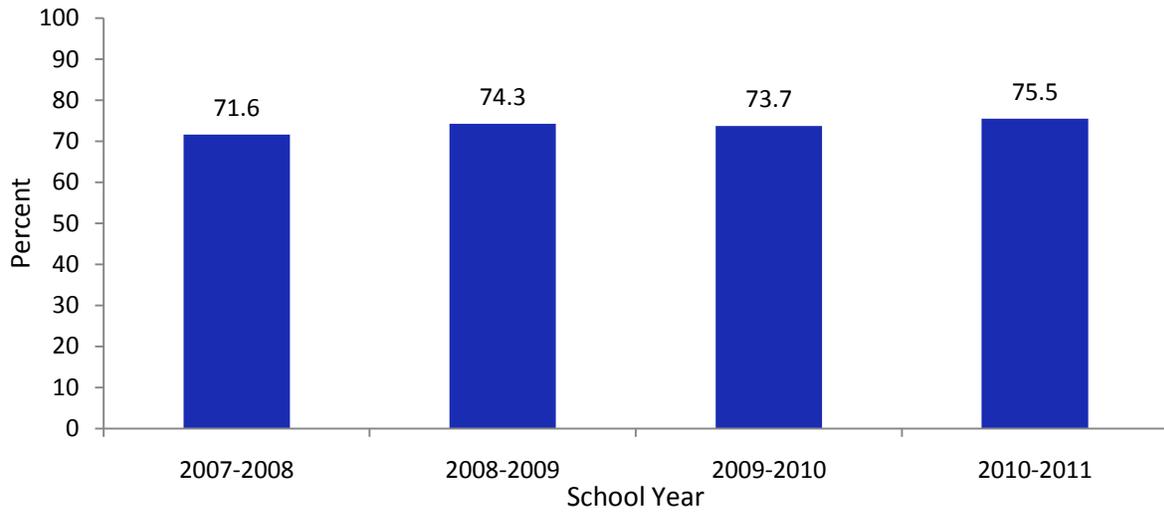
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 8

Percent of Iowa Eighth Grade Students
Proficient in Reading 2007-2008 to 2010-2011

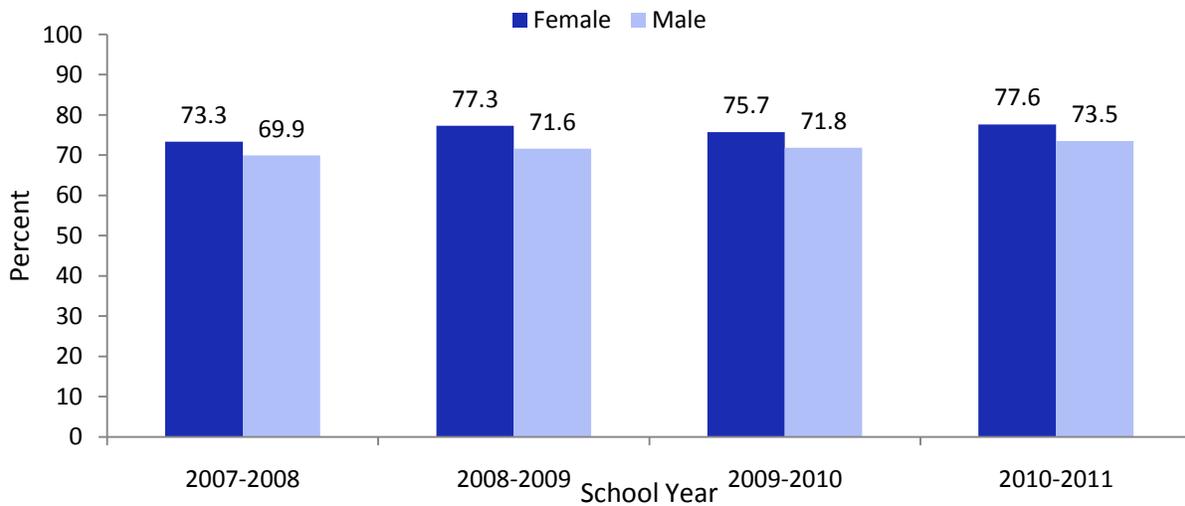


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 9

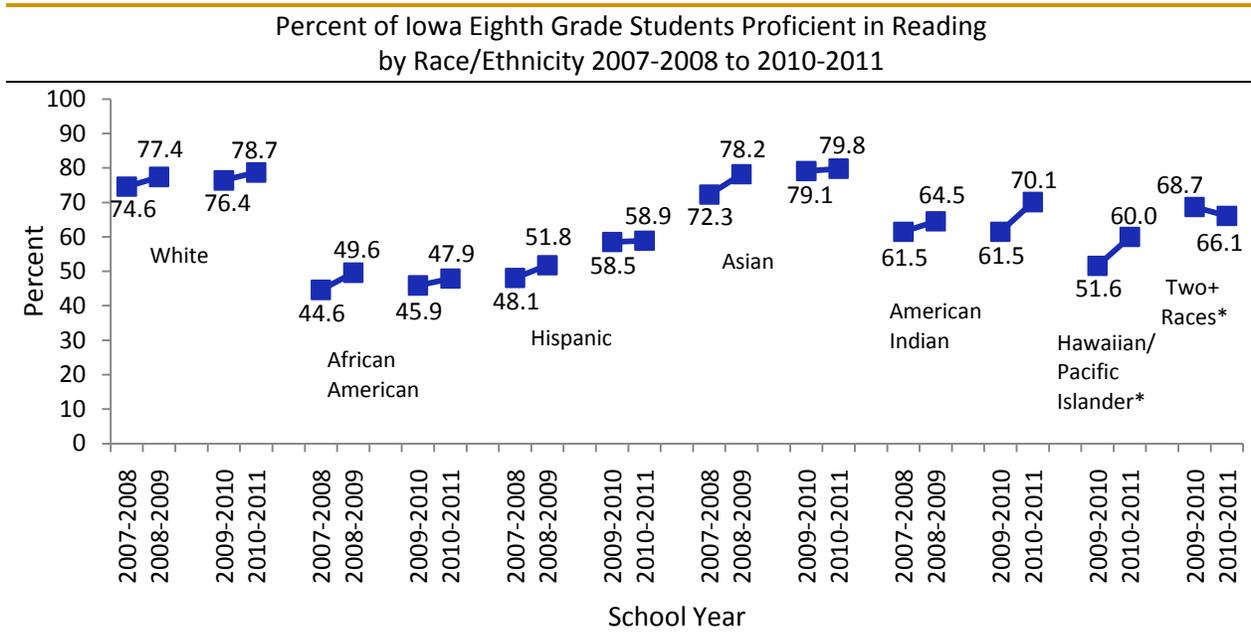
Percent of Iowa Eighth Grade Students
Proficient in Reading by Gender 2007-2008 to 2010-2011



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 10

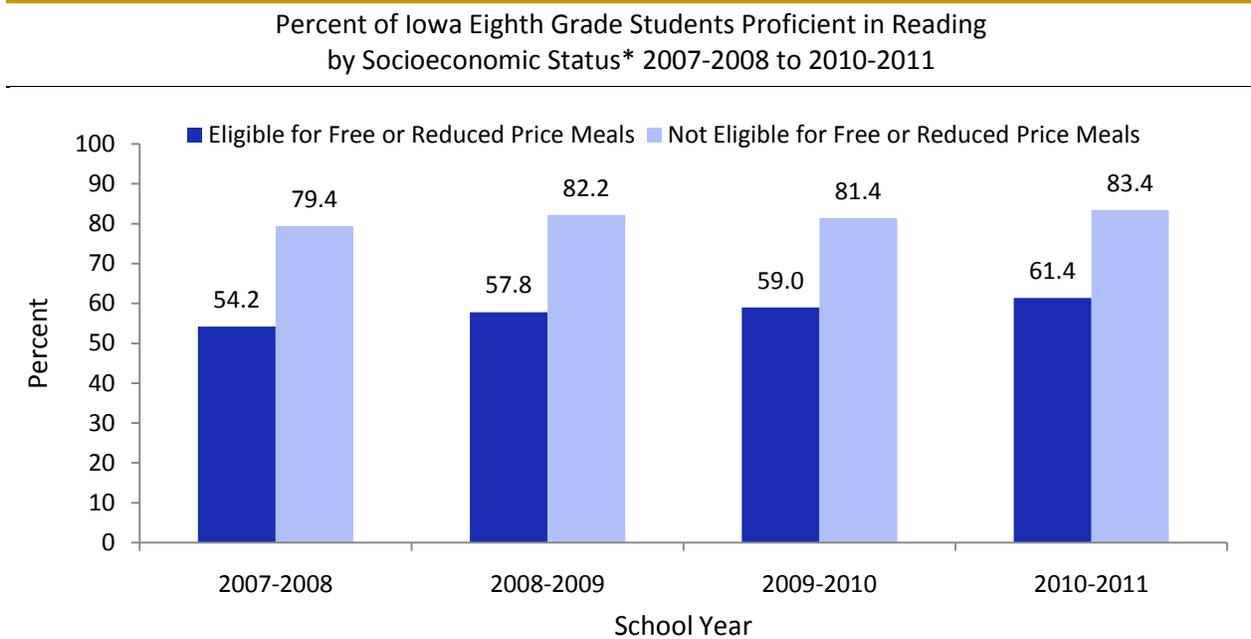


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*New reporting subgroup in 2009-2010.

Figure 11



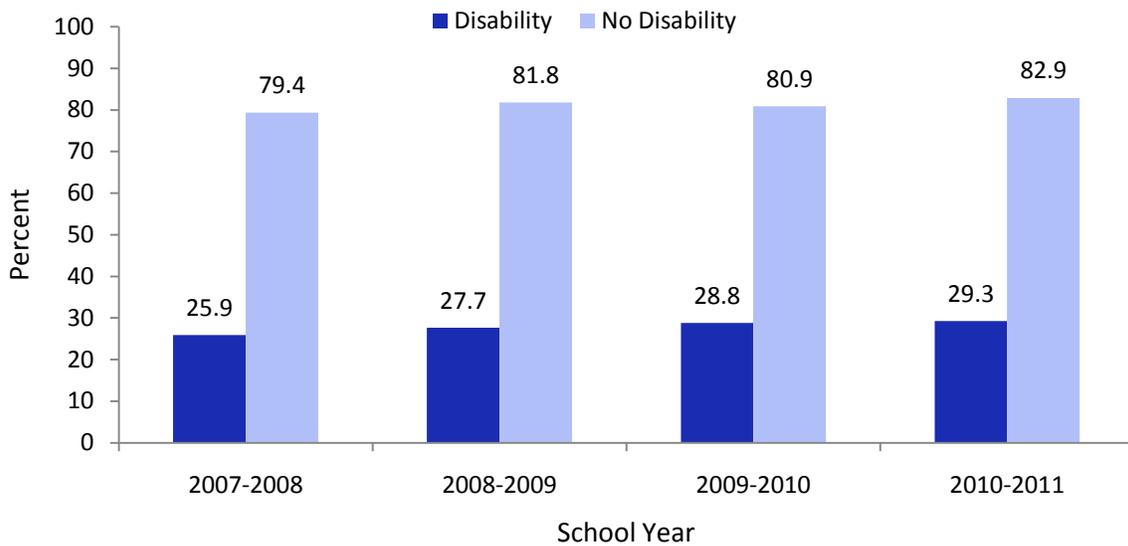
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 12

Percent of Iowa Eighth Grade Students Proficient in Reading
by Disability Status* 2007-2008 to 2010-2011



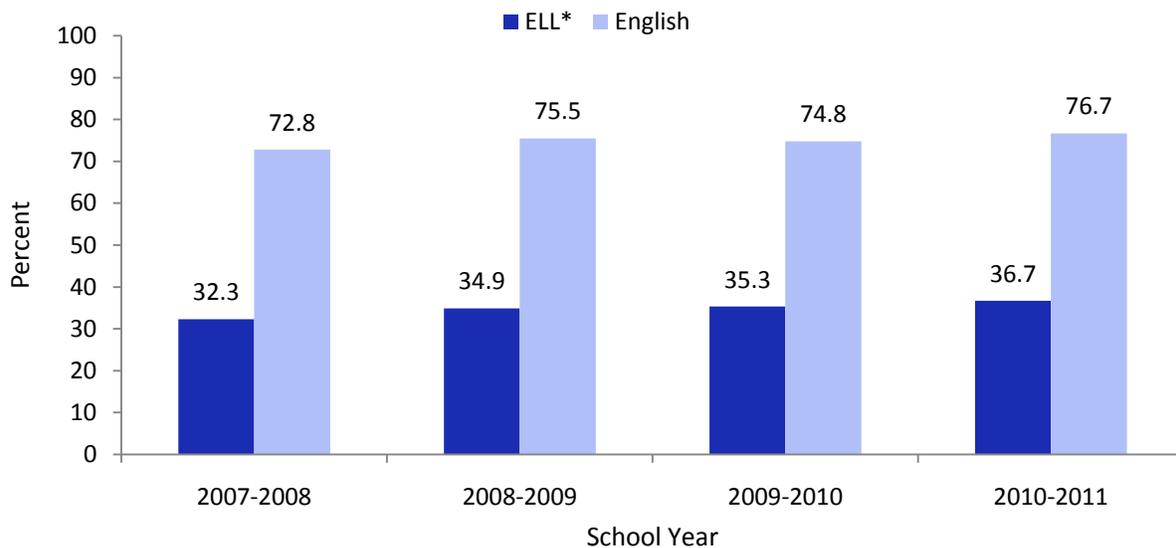
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 13

Percent of Iowa Eighth Grade Students Proficient in Reading
by Primary Language Status* 2007-2008 to 2010-2011

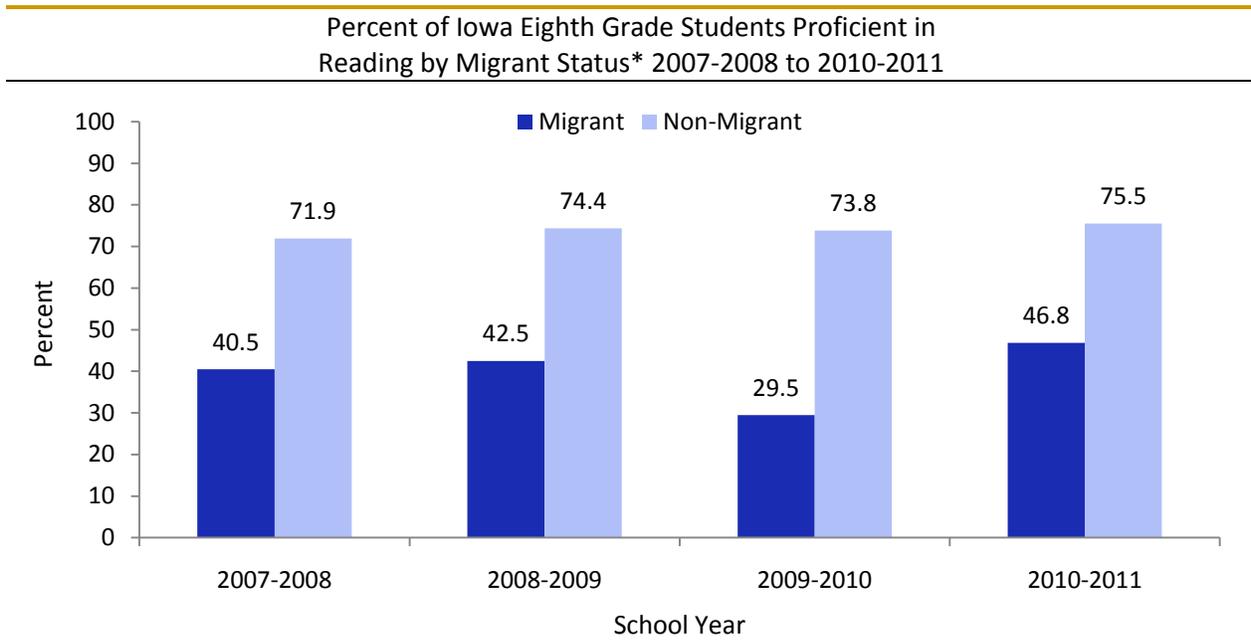


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Primary language status classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 14

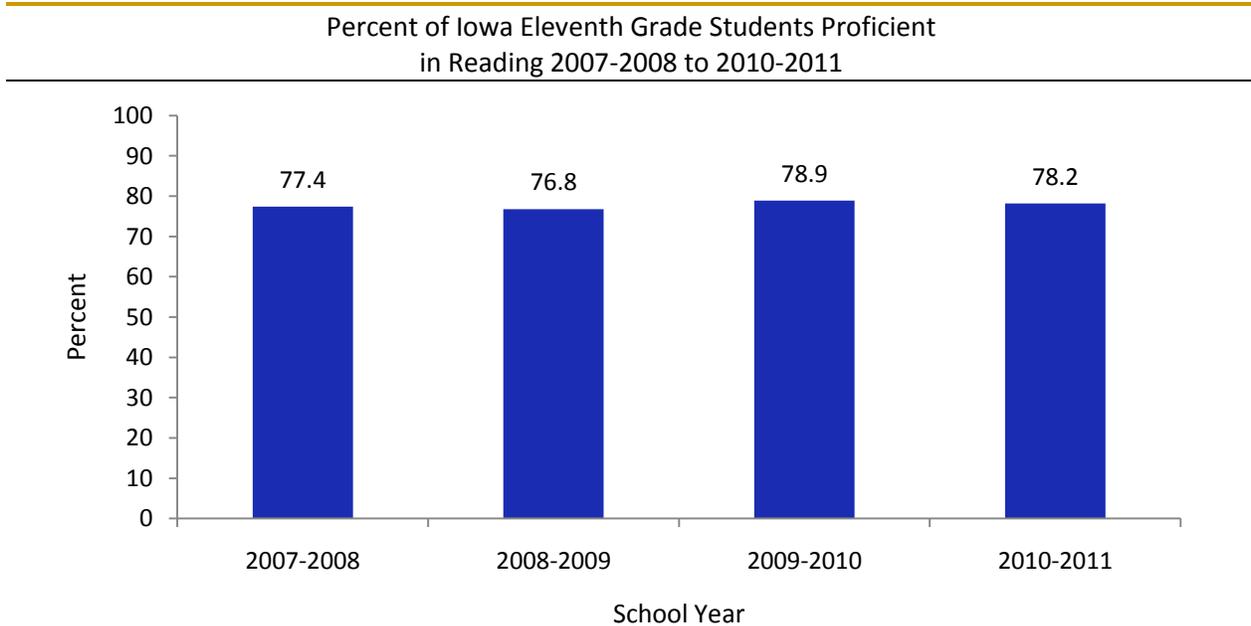


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 15

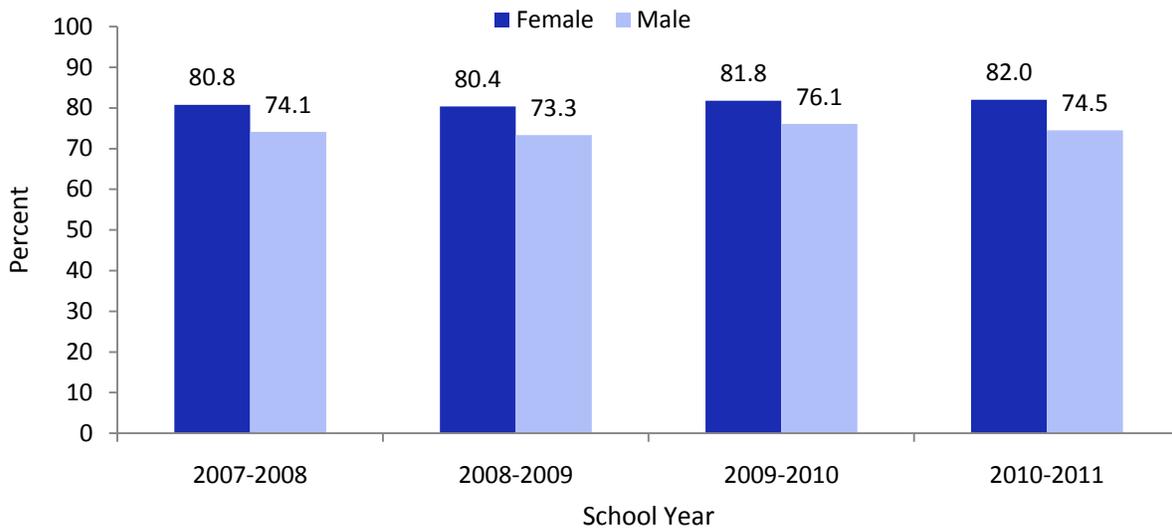


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 16

Percent of Iowa Eleventh Grade Students Proficient in Reading by Gender 2007-2008 to 2010-2011

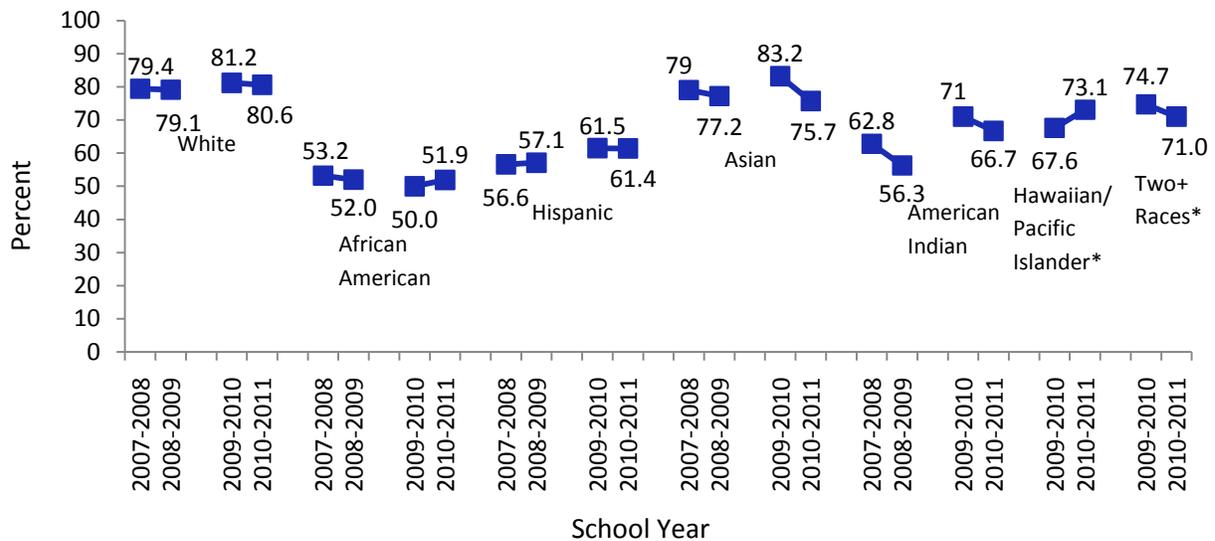


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 17

Percent of Iowa Eleventh Grade Students Proficient in Reading by Race/Ethnicity 2007-2008 to 2010-2011



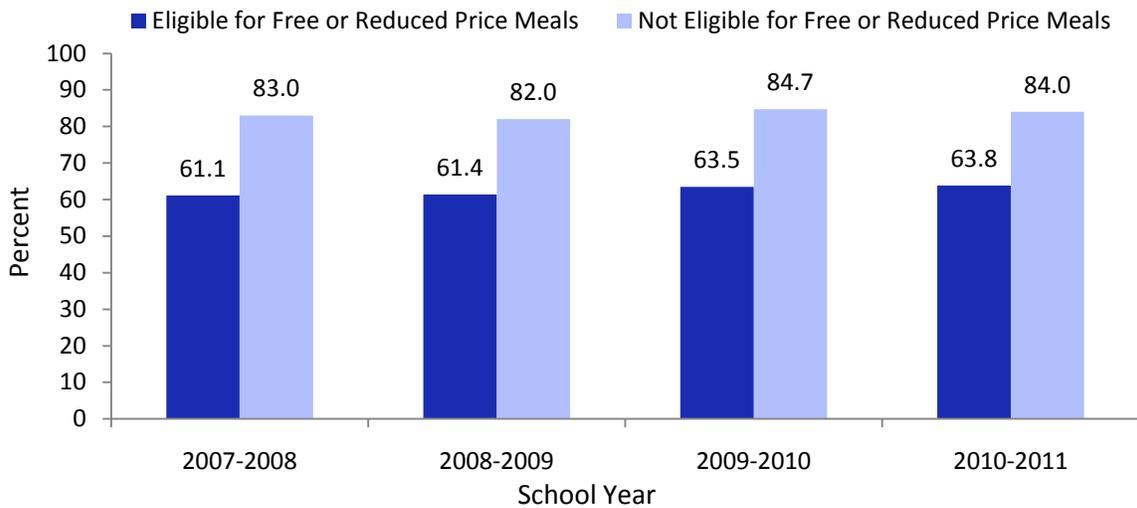
Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*New reporting subgroup in 2009-2010.

Figure 18

Percent of Iowa Eleventh Grade Students Proficient in Reading by Socioeconomic Status* 2007-2008 to 2010-2011



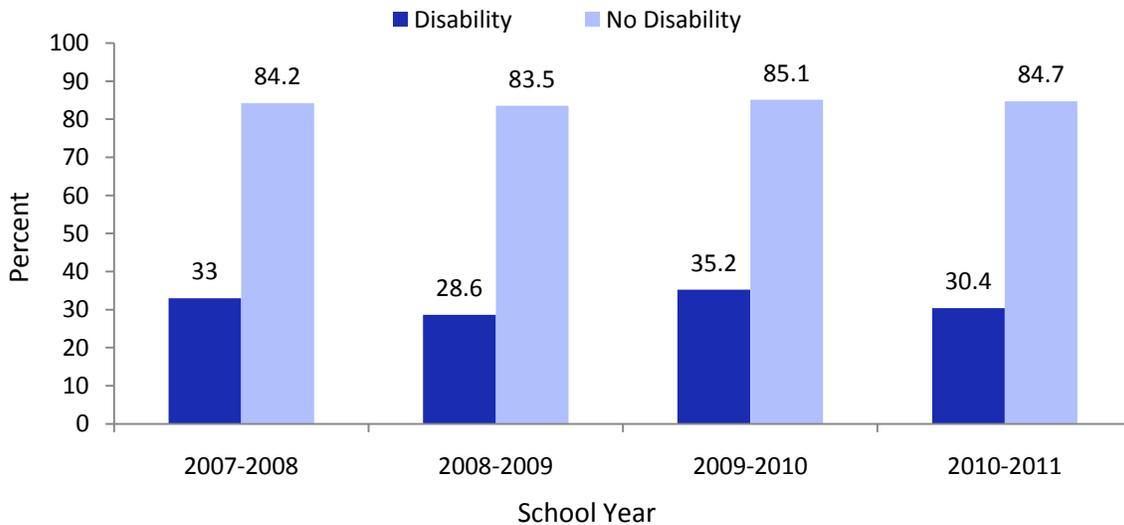
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 19

Percent of Iowa Eleventh Grade Students Proficient in Reading by Disability Status* 2007-2008 to 2010-2011



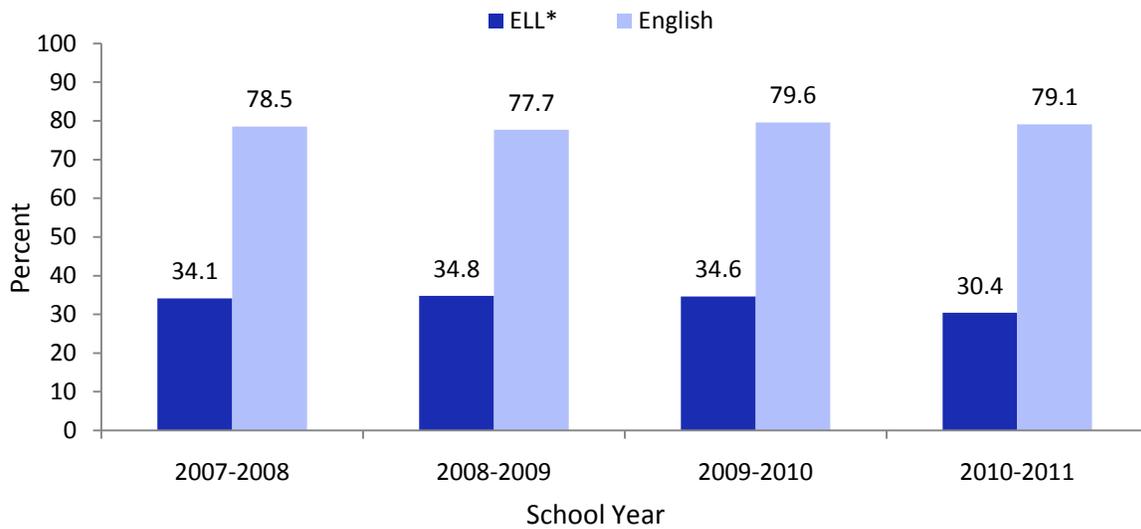
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 20

Percent of Iowa Eleventh Grade Students Proficient
in Reading by Primary Language Status* 2007-2008 to 2010-2011



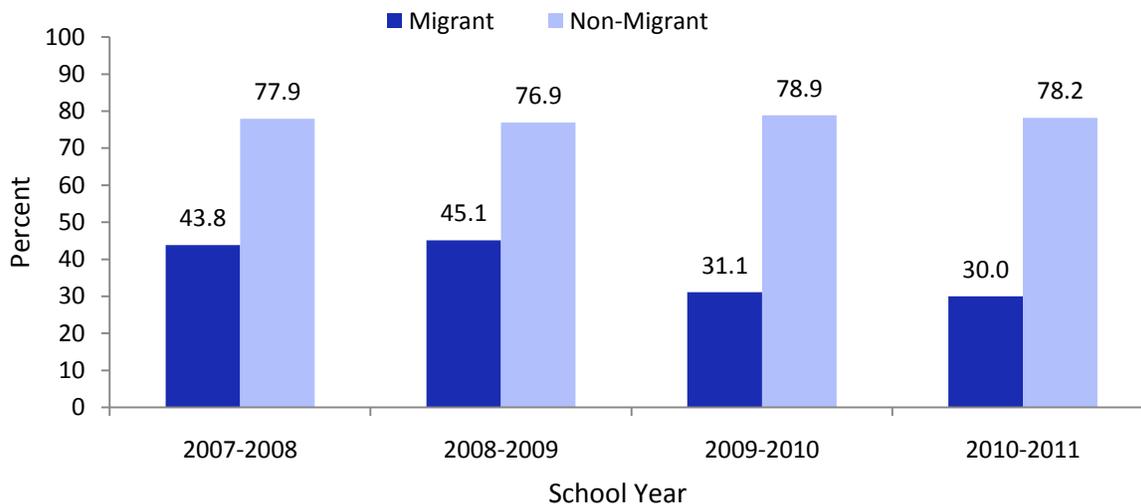
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Primary language status classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 21

Percent of Iowa Eleventh Grade Students Proficient
in Reading by Migrant Status* 2007-2008 to 2010-2011



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Mathematics

The mathematics assessment results of all students in Iowa public schools are presented in this section. Table 6 shows grades 3 to 8 and 11 student performance by achievement level for 2010-2011. Figures 22 to 42 show the mathematics trends for all students for grades 4, 8, and 11 and by subgroups.

Table 6

	Mathematics Performance by Achievement Level 2010-2011			
	Proficient	High	Intermediate	Low
	Percent of Students			
	Grade 3			
All Students	78.6	21.3	57.3	21.4
African American	49.8	5.8	44.0	50.2
American Indian	60.9	6.4	54.5	39.1
Asian	82.4	27.4	55.0	17.6
Hawaiian or Pacific Islander	50.0	2.5	47.5	50.0
Hispanic	63.7	8.7	55.0	36.3
White	82.3	23.7	58.6	17.7
Two or more races	69.5	15.6	53.8	30.5
Male+	79.5	23.4	56.1	20.5
Female+	77.7	19.0	58.7	22.3
Disability*	49.8	8.0	41.9	50.2
Migrant**+	58.5	5.3	53.2	41.5
English Language Learner	59.3	5.9	53.4	40.7
Low Socioeconomic Status	67.4	11.9	55.5	32.6
	Grade 4			
All Students	82.2	26.0	56.2	17.8
African American	55.3	7.6	47.7	44.7
American Indian	65.4	11.8	53.7	34.6
Asian	82.3	32.5	49.8	17.7
Hawaiian or Pacific Islander	69.8	11.6	58.1	30.2
Hispanic	68.2	10.6	57.6	31.8
White	85.4	28.8	56.7	14.6
Two or more races	79.3	21.5	57.8	20.7
Male+	82.8	27.8	55.1	17.2
Female+	81.6	24.2	57.4	18.4
Disability*	52.0	8.4	43.6	48.0
Migrant**+	60.0	8.0	52.0	40.0
English Language Learner	59.4	6.4	53.1	40.6
Low Socioeconomic Status	71.6	14.3	57.4	28.4

Table 6 (continued)

Mathematics Performance by Achievement Level 2010-2011				
	Percent of Students			
	Proficient	High	Intermediate	Low
Grade 5				
All Students	80.4	24.7	55.7	19.6
African American	51.9	6.4	45.5	48.1
American Indian	65.2	9.4	55.8	34.8
Asian	84.2	36.5	47.7	15.8
Hawaiian or Pacific Islander	66.0	12.8	53.2	34.0
Hispanic	64.5	10.7	53.8	35.5
White	84.0	27.3	56.7	16.0
Two or more races	72.2	17.0	55.1	27.8
Male+	81.8	26.9	54.9	18.2
Female+	78.9	22.4	56.5	21.1
Disability*	46.3	7.1	39.2	53.7
Migrant**+	51.1	8.0	43.2	48.9
English Language Learner	51.6	4.1	47.5	48.4
Low Socioeconomic Status	69.2	12.7	56.5	30.8
Grade 6				
All Students	75.2	20.1	55.1	24.8
African American	42.3	5.3	37.0	57.7
American Indian	48.4	16.4	32.0	51.6
Asian	81.8	31.6	50.2	18.3
Hawaiian or Pacific Islander	55.8	7.0	48.8	44.2
Hispanic	57.4	7.2	50.2	42.6
White	79.1	22.2	56.9	20.9
Two or more races	64.7	12.7	52.0	35.3
Male+	75.4	21.9	53.5	24.6
Female+	75.0	18.2	56.7	25.0
Disability*	36.6	3.8	32.8	63.4
Migrant**+	62.5	8.3	54.2	37.5
English Language Learner	41.5	2.9	38.6	58.5
Low Socioeconomic Status	61.1	9.1	51.9	39.0
Grade 7				
All Students	80.0	23.3	56.7	20.0
African American	49.6	6.0	43.5	50.4
American Indian	64.7	12.0	52.7	35.3
Asian	85.1	39.7	45.4	14.9
Hawaiian or Pacific Islander	63.3	6.9	55.2	37.9
Hispanic	65.6	9.2	56.4	34.4
White	83.2	25.4	57.8	16.8
Two or more races	72.2	16.8	55.4	27.8
Male+	79.8	25.7	54.1	20.2
Female+	80.2	20.7	59.5	19.8
Disability*	40.3	3.5	36.9	59.7
Migrant**+	49.4	3.9	45.5	50.6
English Language Learner	47.1	2.6	44.5	52.9
Low Socioeconomic Status	67.5	10.9	56.6	32.5

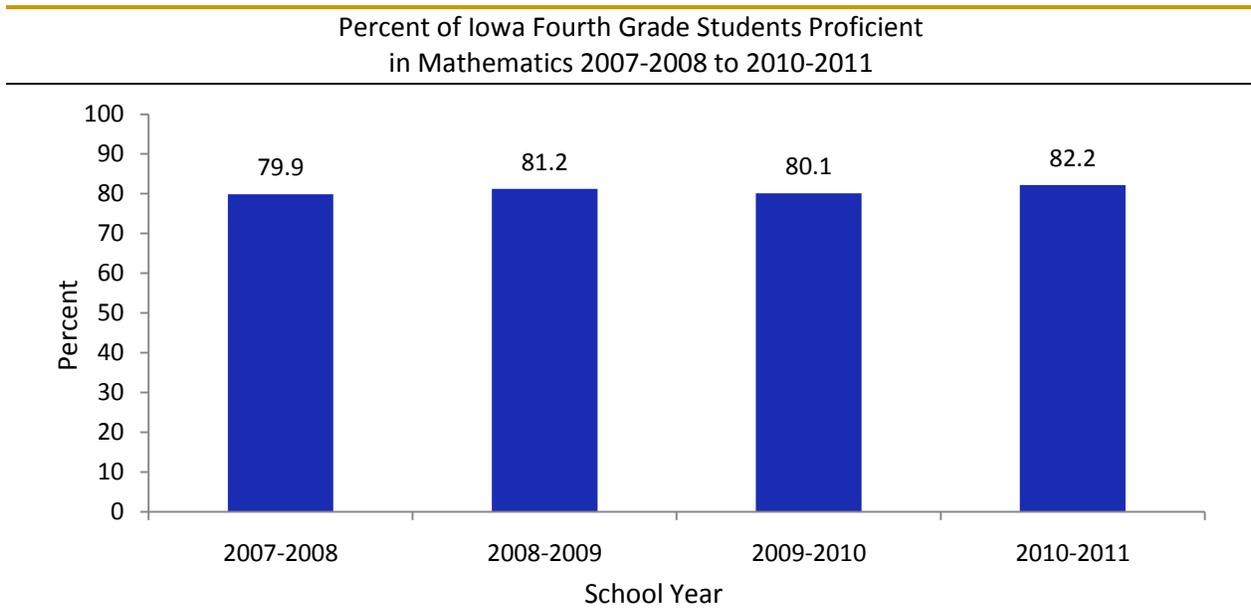
Table 6 (continued)

Mathematics Performance by Achievement Level 2010-2011				
	Proficient	Percent of Students		
		High	Intermediate	Low
Grade 8				
All Students	77.7	19.2	58.5	22.3
African American	46.0	3.5	42.5	54.0
American Indian	61.6	8.9	52.7	38.4
Asian	82.0	26.5	55.5	18.0
Hawaiian or Pacific Islander	60.0	8.6	51.4	40.0
Hispanic	61.5	6.4	55.2	38.5
White	81.2	21.4	59.8	18.8
Two or more races	70.2	12.6	57.6	29.8
Male+	78.3	21.5	56.8	21.7
Female+	77.0	16.8	60.2	23.0
Disability*	35.6	2.6	33.0	64.4
Migrant**+	60.7	4.9	55.7	39.3
English Language Learner	46.1	2.1	44.0	53.9
Low Socioeconomic Status	63.7	7.8	55.9	36.3
Grade 11				
All Students	77.8	22.9	54.9	22.2
African American	44.2	4.0	40.2	55.8
American Indian	64.3	13.0	51.3	35.7
Asian	77.1	30.3	46.8	22.9
Hawaiian or Pacific Islander	69.2	26.9	42.3	30.8
Hispanic	57.3	8.9	48.4	42.7
White	80.8	24.6	56.2	19.2
Two or more races	71.1	15.9	55.1	28.9
Male+	79.4	28.2	51.3	20.5
Female+	76.1	17.4	58.7	23.9
Disability*	34.6	2.7	31.8	65.4
Migrant**+	32.7	0.0	32.7	67.3
English Language Learner	33.9	2.4	31.5	66.1
Low Socioeconomic Status	61.4	10.0	51.5	38.6

Source: Iowa Department of Education, AYP file.

Notes: +Not required for Adequate Yearly Progress Report. *Disability status is determined by the presence of an individualized education program. **Migrant—a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood. The Iowa Department of Education has combined the Intermediate and High achievement levels to define a single achievement level called Proficient. Figures for High, Intermediate, and Low may not total 100 percent due to rounding.

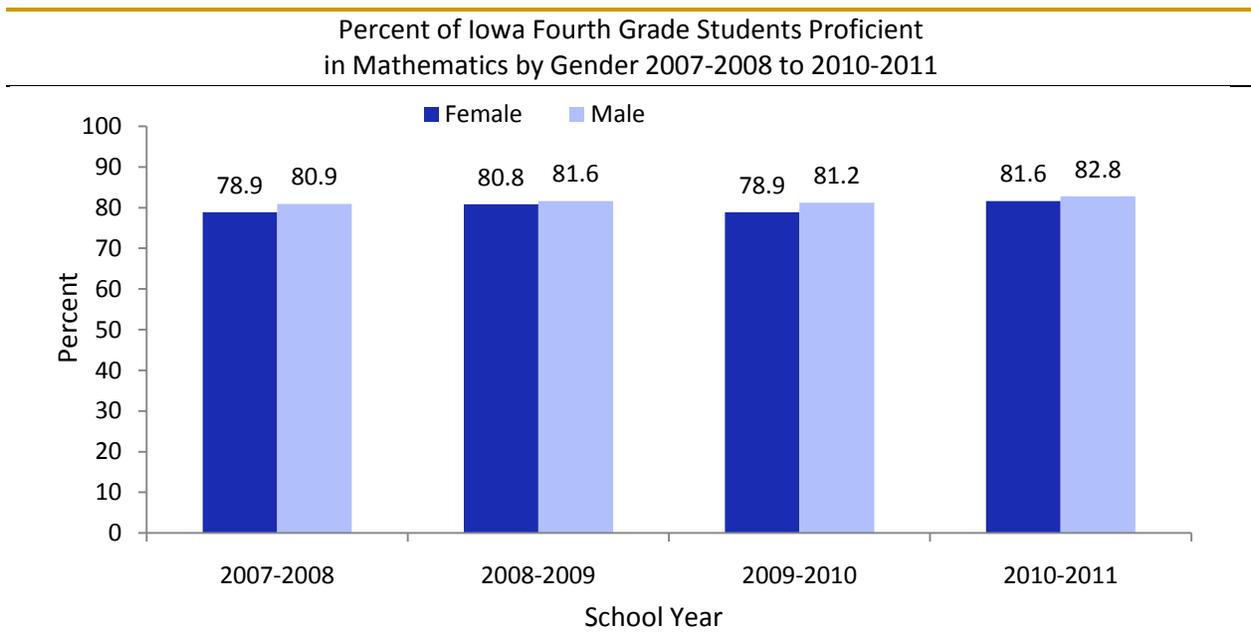
Figure 22



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

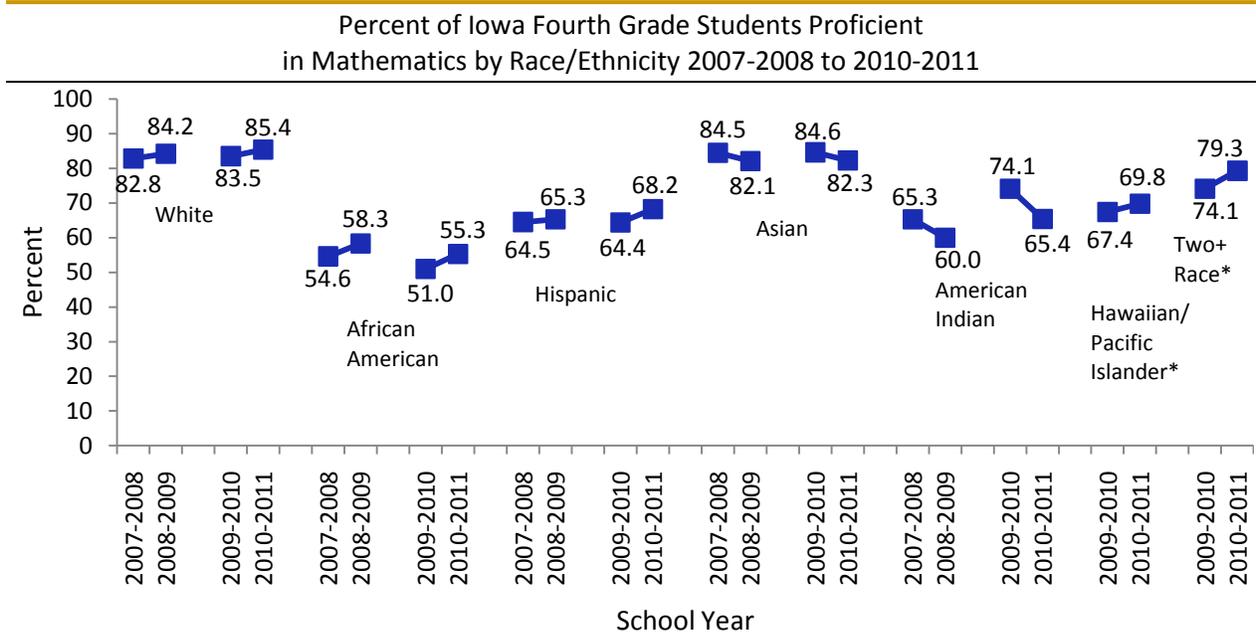
Figure 23



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 24

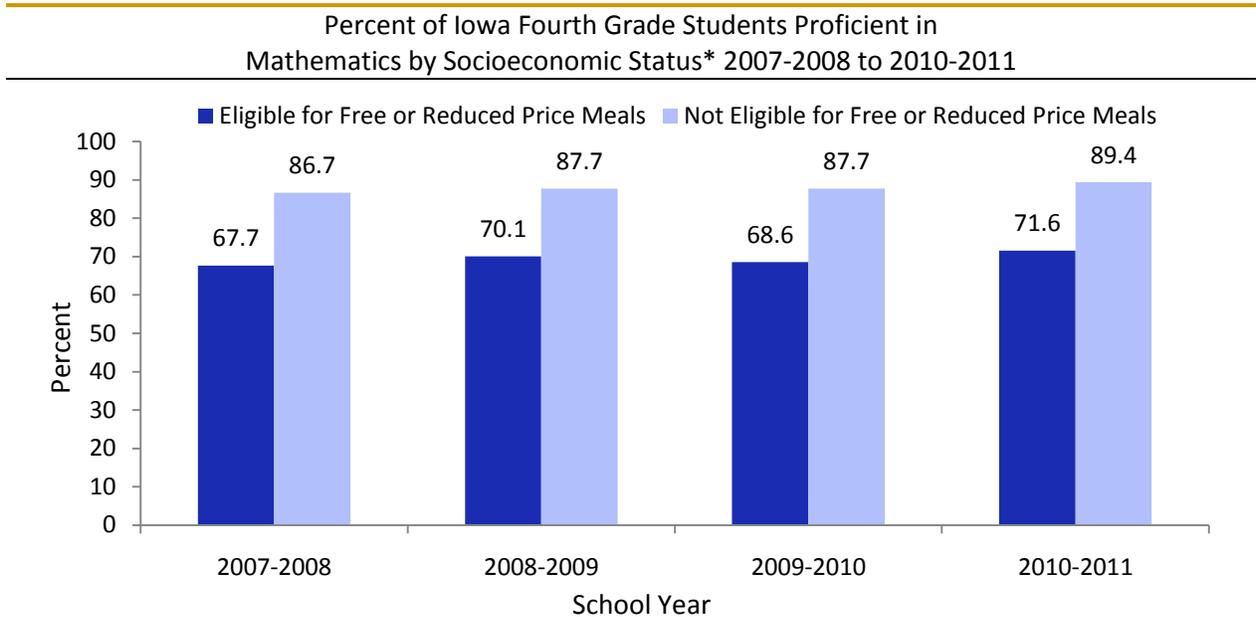


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*New reporting subgroup in 2009-2010.

Figure 25



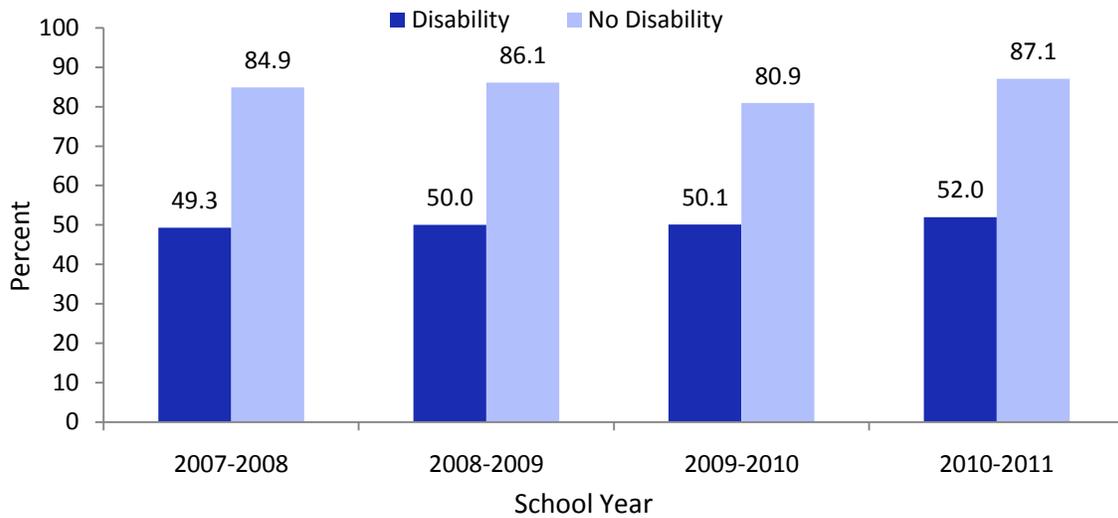
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 26

Percent of Iowa Fourth Grade Students Proficient in Mathematics by Disability Status* 2007-2008 to 2010-2011



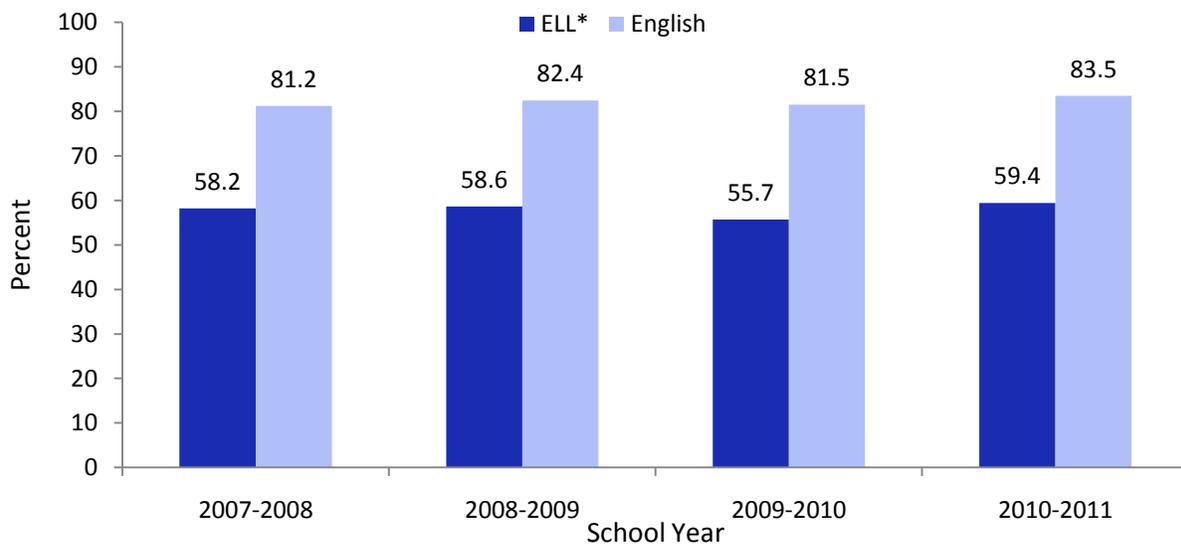
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 27

Percent of Iowa Fourth Grade Students Proficient in Mathematics by Primary Language Status* 2007-2008 to 2010-2011



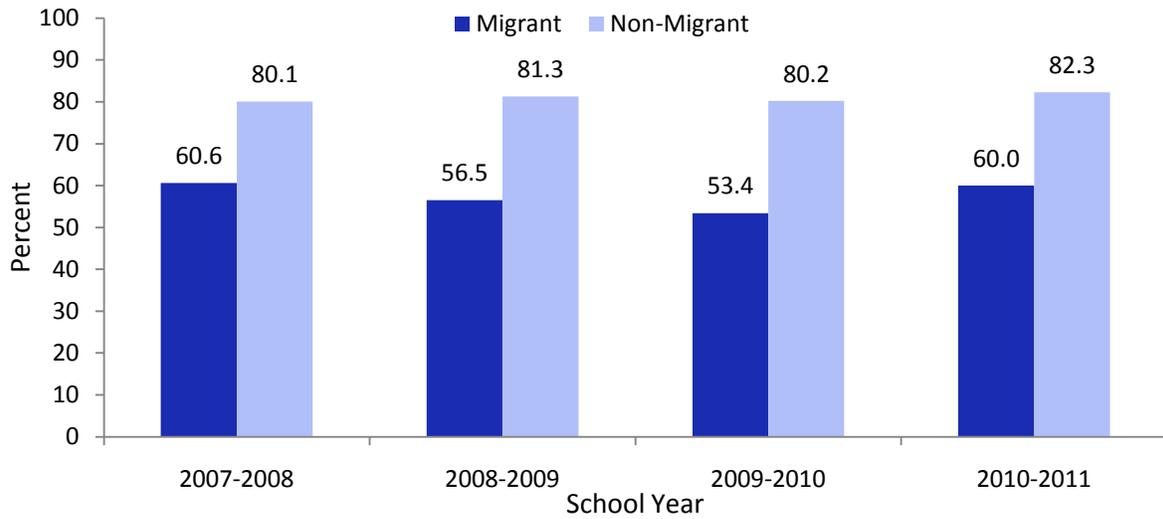
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Primary language status classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 28

Percent of Iowa Fourth Grade Students Proficient
in Mathematics by Migrant Status* 2007-2008 to 2010-2011



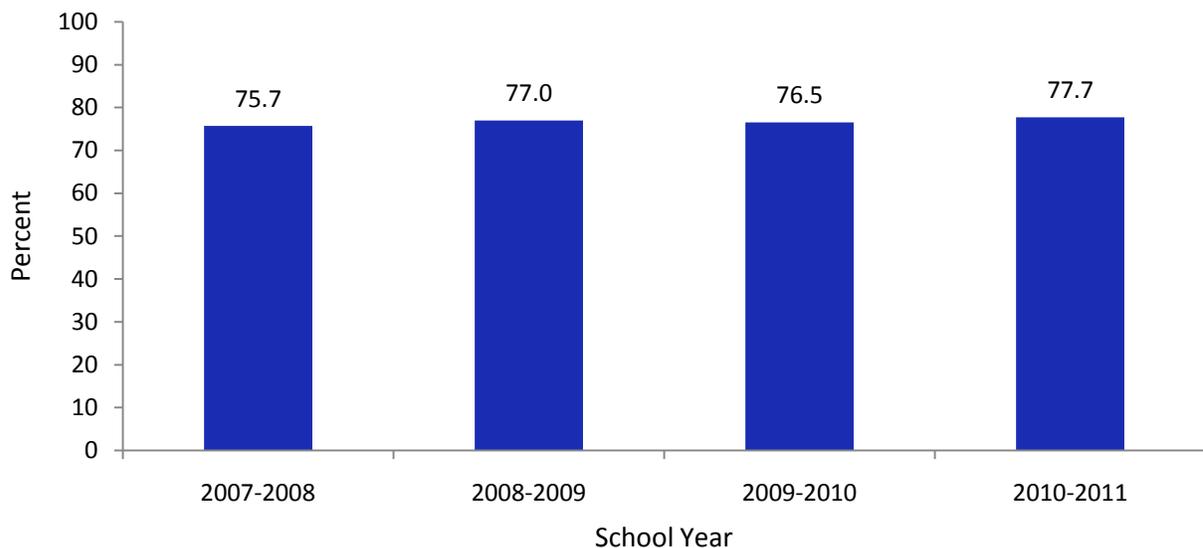
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

Figure 29

Percent of Iowa Eighth Grade Students Proficient
in Mathematics 2007-2008 to 2010-2011

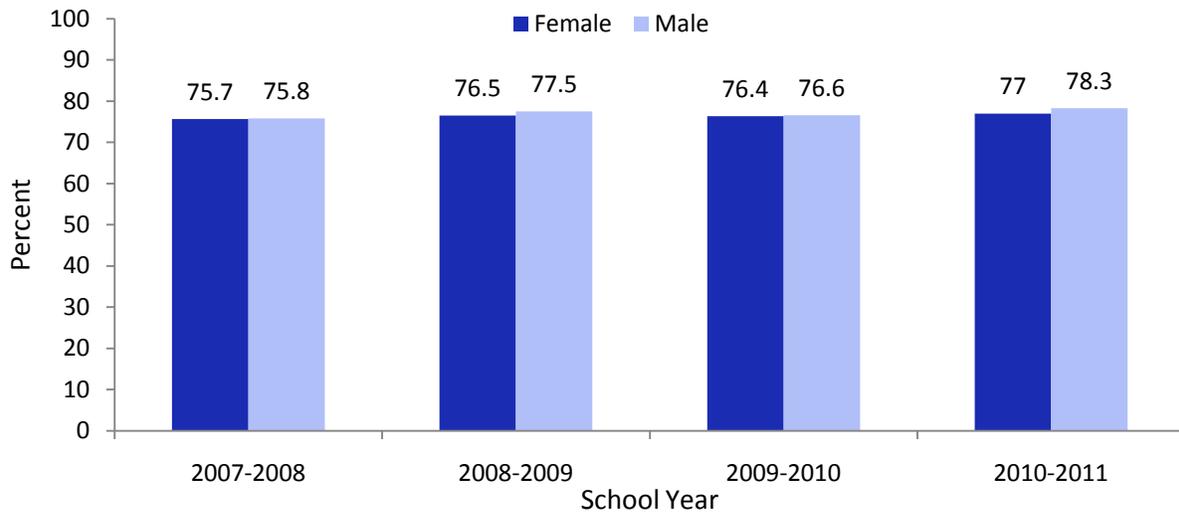


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 30

Percent of Iowa Eighth Grade Students Proficient in Mathematics by Gender 2007-2008 to 2010-2011

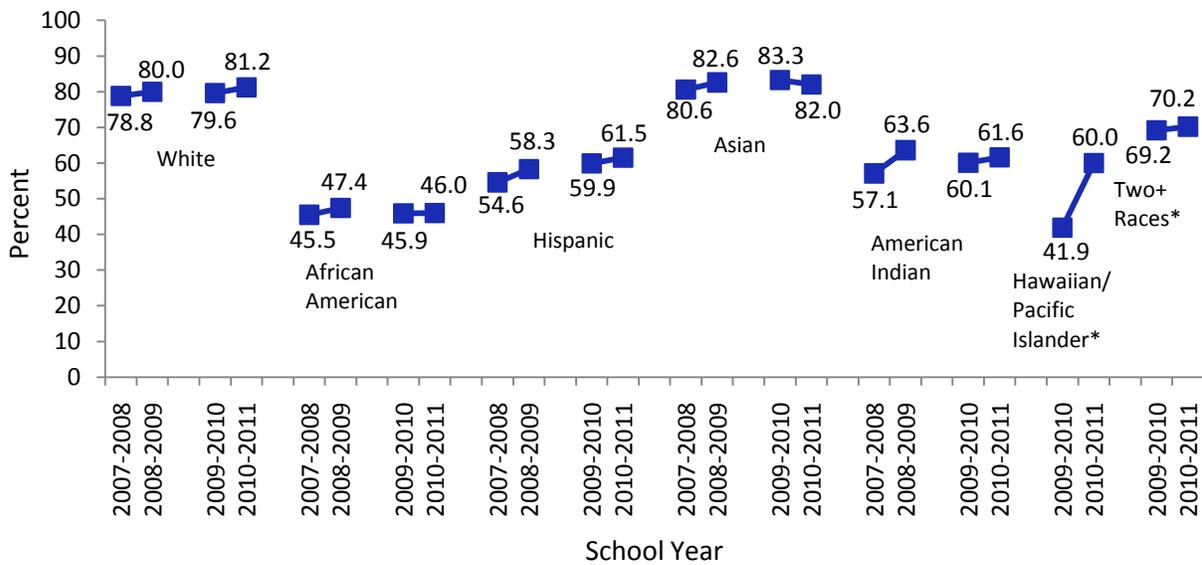


Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 31

Percent of Iowa Eighth Grade Students Proficient in Mathematics by Race/Ethnicity 2007-2008 to 2010-2011

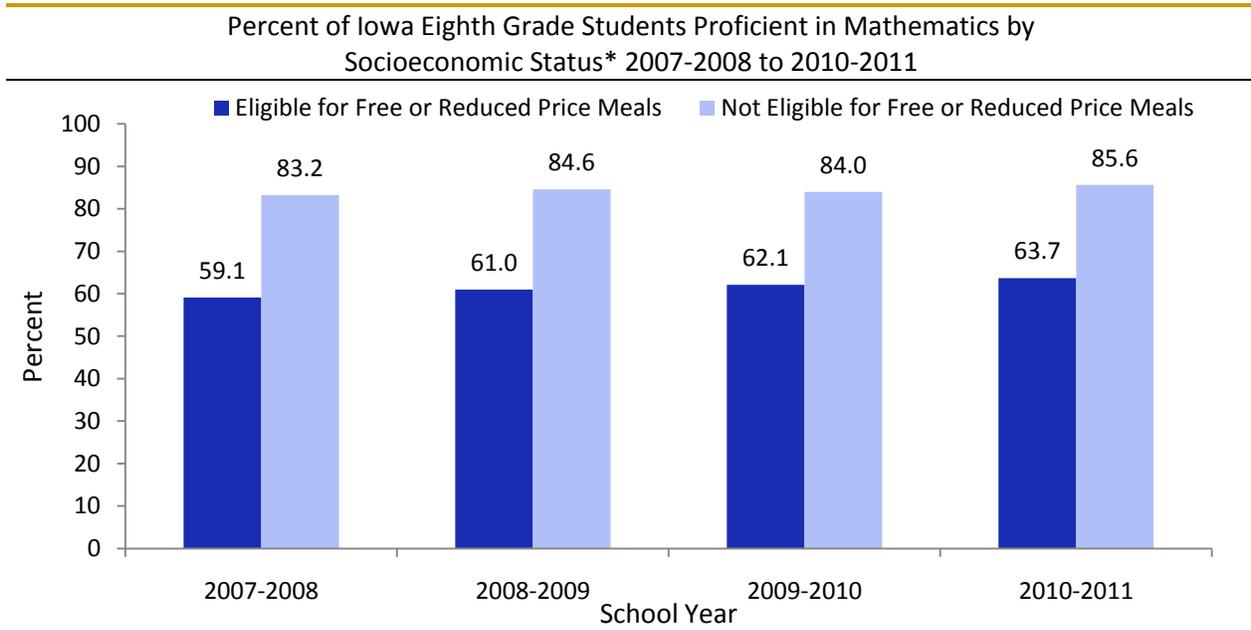


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*New reporting subgroup in 2009-2010.

Figure 32

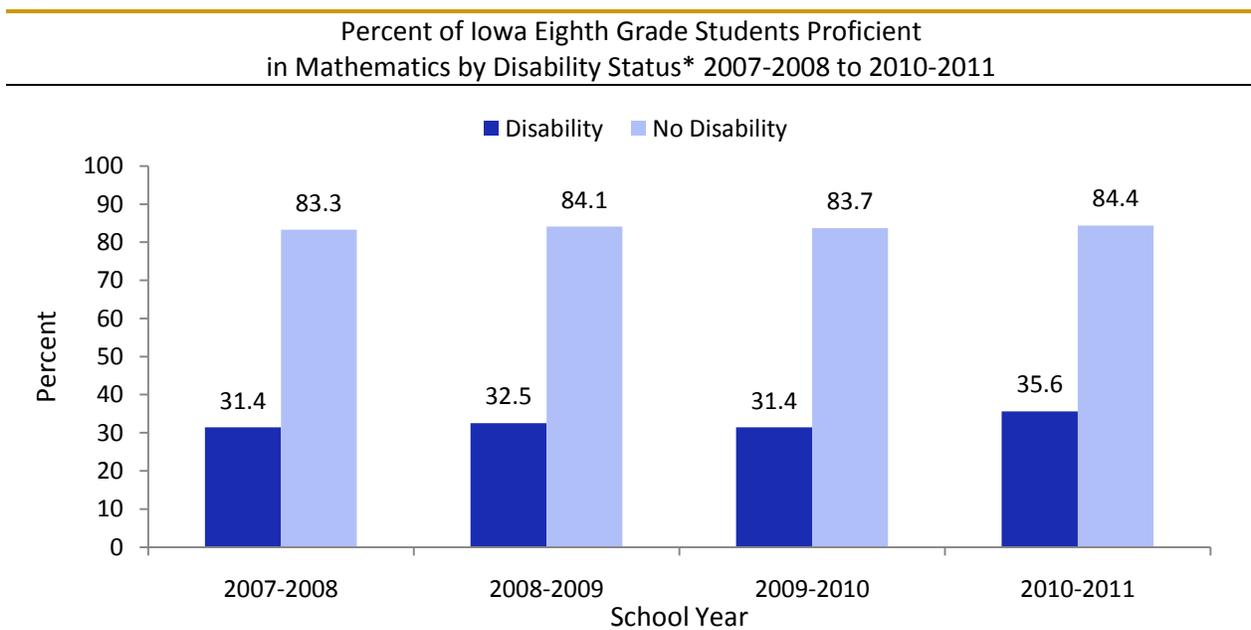


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 33



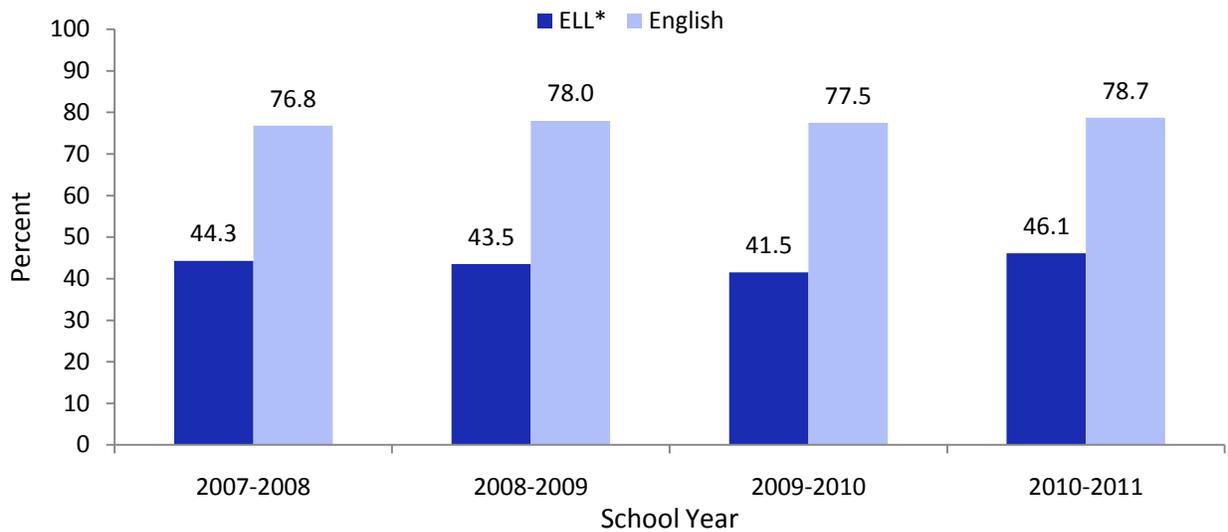
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 34

Percent of Iowa Eighth Grade Students Proficient in Mathematics
by Primary Language Status* 2007-2008 to 2010-2011



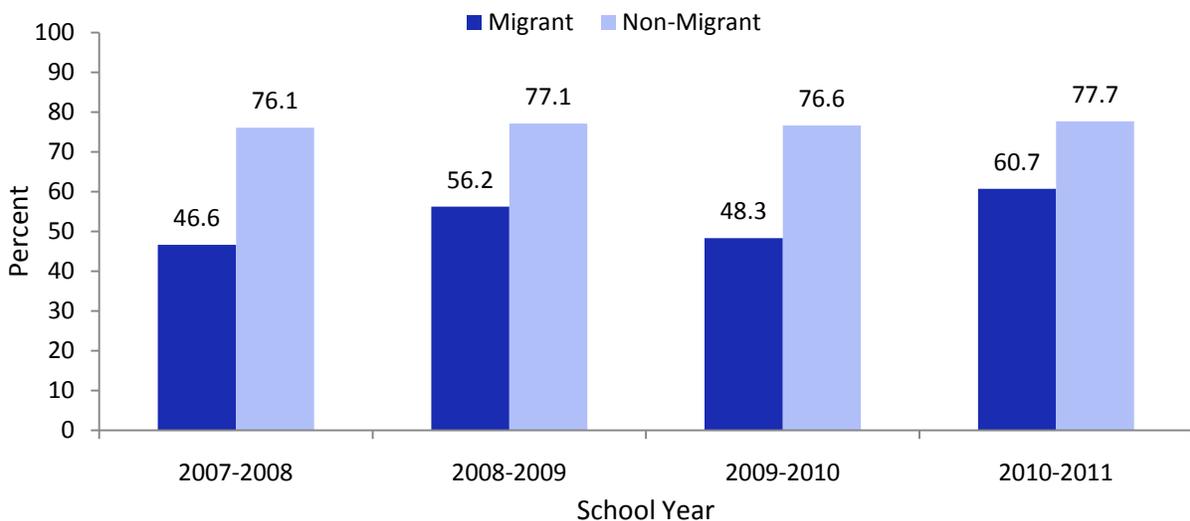
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 35

Percent of Iowa Eighth Grade Students Proficient in Mathematics
by Migrant Status* 2007-2008 to 2010-2011

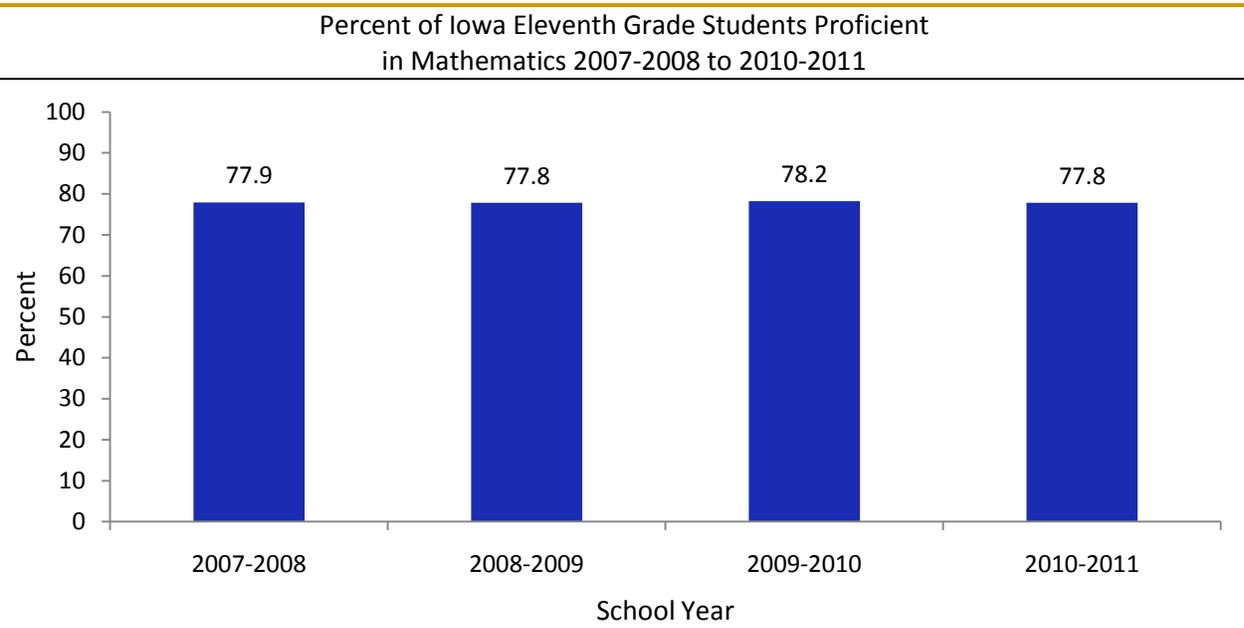


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

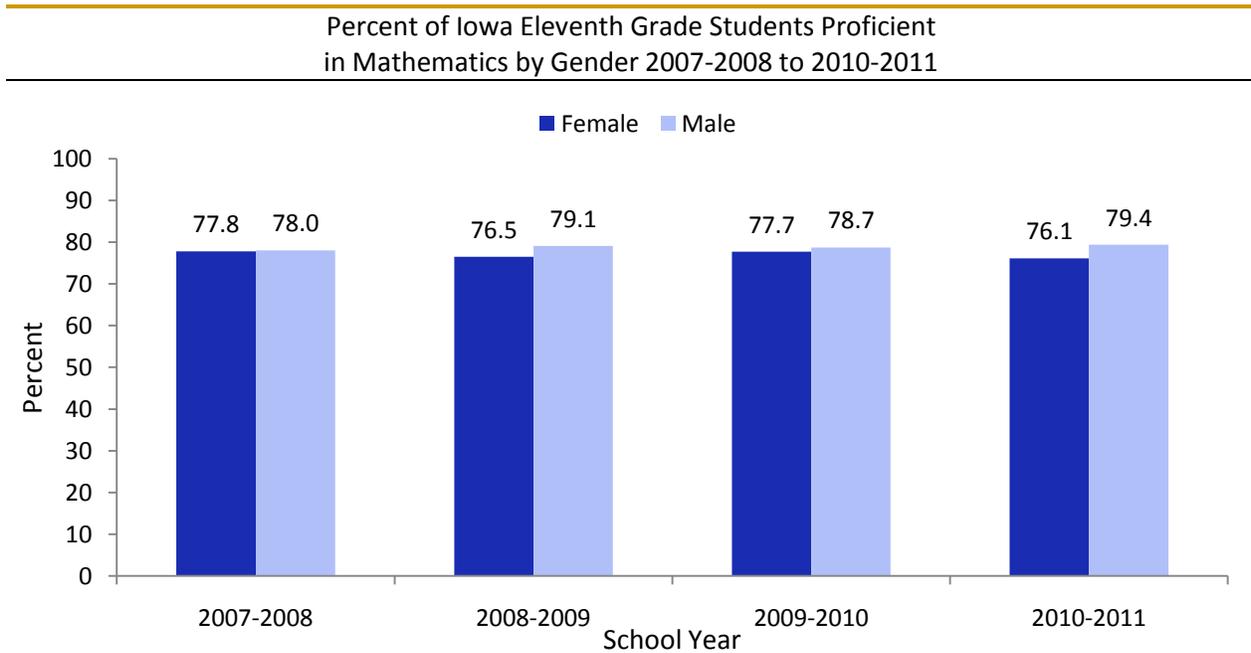
Figure 36



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

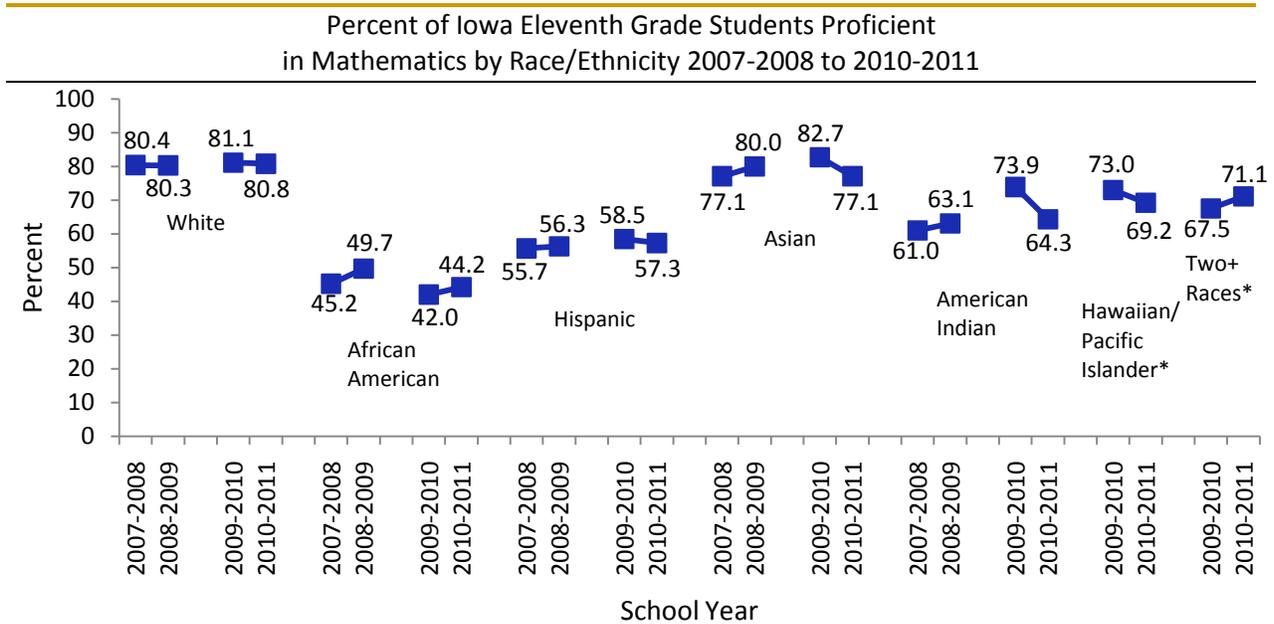
Figure 37



Source: Iowa Department of Education, AYP file.

Note: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

Figure 38

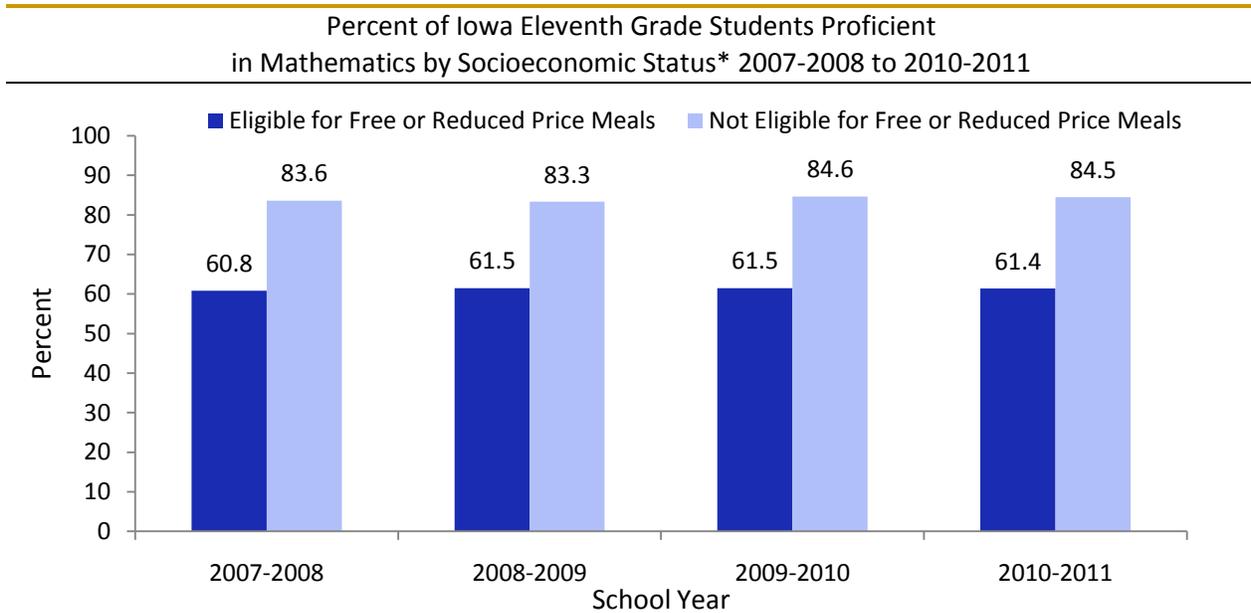


Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*New reporting subgroup for 2009-2010.

Figure 39



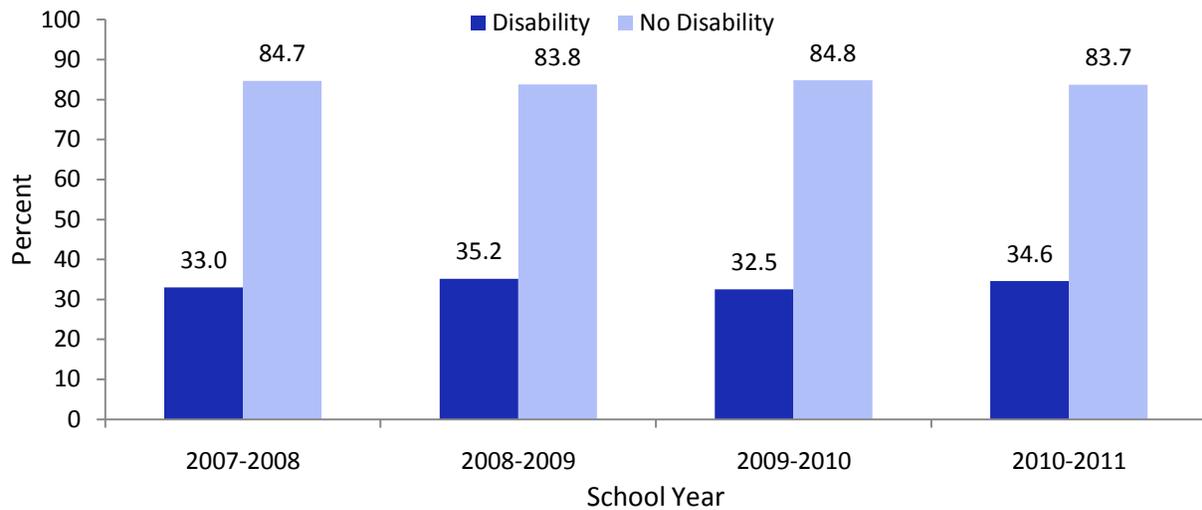
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Socioeconomic status is determined by the eligibility for free or reduced price meals.

Figure 40

Percent of Iowa Eleventh Grade Students Proficient in Mathematics by Disability Status* 2007-2008 to 2010-2011



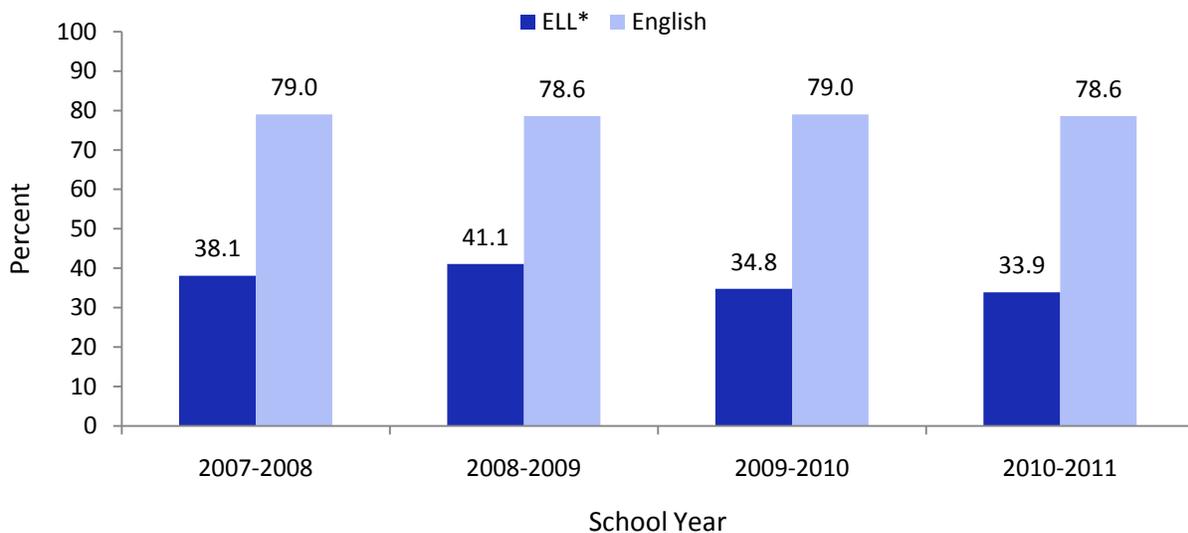
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Disability status is determined by the presence of an individualized education program (IEP).

Figure 41

Percent of Iowa Eleventh Grade Students Proficient in Mathematics by Primary Language Status* 2007-2008 to 2010-2011



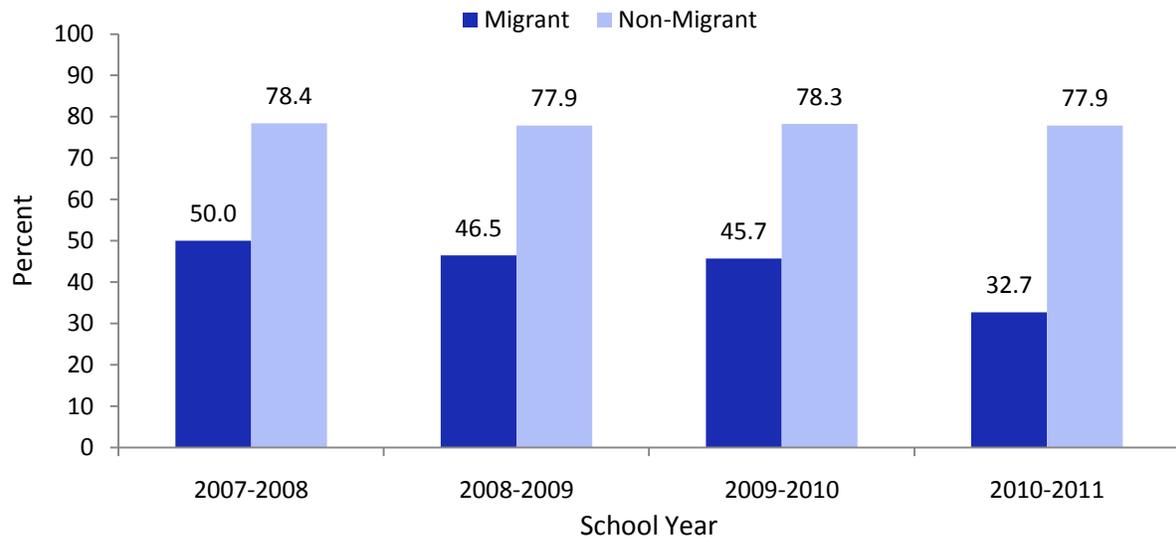
Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Primary language status is classified by English and English language learner and determined according to the following definition: English language learner refers to a student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Figure 42

Percent of Iowa Eleventh Grade Students Proficient
in Mathematics by Migrant Status* 2007-2008 to 2010-2011



Source: Iowa Department of Education, AYP file.

Notes: The data include the ITP (Iowa Testing Programs) test results and the results from the IAA.

*Migrant status is defined as migrant or non-migrant as follows: Migrant: a student is considered a migrant if he or she has moved in the past 36 months from one district to another so that the parents could obtain temporary or seasonal employment in agriculture as their principle means of livelihood.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can accomplish in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: <http://nationsreportcard.gov/>.

NAEP mathematics and reading results for grades 4 and 8 are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the Iowa Tests.

Table 7

Inclusion Rates: Percent Included in the NAEP 2009 Assessment					
	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	71.6%	87.7%	71.7%	83.9%
	Nation	71.4	84.3	72.1	78.2
English Language Learners	Iowa	80.1	93.9	81.4	84.7
	Nation	83.8	94.4	82.5	91.9

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment.

Table 8

NAEP Reading 2009, Grade 4, Percent of Students at
Each Achievement Level for Iowa and the Nation

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	31%	35%	27%	7%	34%	34%	24%	7%
African American	51	26	19	3	53	32	13	2
American Indian	n/a	n/a	n/a	n/a	48	30	17	5
Asian/Pacific Islander	28	26	30	16	21	30	32	17
Hispanic	47	34	17	3	52	32	14	2
White	28	36	29	8	23	36	31	10
Low SES	46	33	18	3	49	34	15	2
Not Low SES	23	36	32	9	21	35	33	12
Disability	81	15	4	#	66	22	10	2
ELL	66	25	9	1	71	23	6	#

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment.

Notes: n/a=Reporting standards not met (insufficient sample size). #=Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Table 9

NAEP Reading 2009, Grade 8, Percent of Students at
Each Achievement Level for Iowa and the Nation

	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	20%	44%	33%	2%	27%	43%	27%	2%
African American	42	41	16	1	46	42	11	0
American Indian	n/a	n/a	n/a	n/a	42	39	17	2
Asian/Pacific Islander	n/a	n/a	n/a	n/a	21	39	35	5
Hispanic	39	45	15	1	43	43	14	1
White	18	44	35	3	17	44	35	3
Low SES	35	43	21	1	42	43	15	1
Not Low SES	14	44	39	3	18	43	36	4
Disability	66	30	4	0	66	27	7	0
ELL	n/a	n/a	n/a	n/a	71	25	4	0

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment.

Notes: n/a=Reporting standards not met (insufficient sample size). #=Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Table 10

NAEP Mathematics 2009, Grade 4, Percent of Students at Each Achievement Level for Iowa and the Nation								
	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	13%	45%	36%	5%	19%	43%	33%	6%
African American	31	52	17	1	37	48	15	1
American Indian	n/a	n/a	n/a	n/a	32	45	21	2
Asian/Pacific Islander	6	28	43	23	9	31	43	18
Hispanic	36	47	17	1	30	49	20	1
White	10	45	39	6	10	40	42	8
Low SES	23	52	24	2	29	49	20	1
Not Low SES	7	42	44	7	9	37	44	10
Disability	40	48	12	1	41	40	17	2
ELL	38	48	14	1	43	45	11	1

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment.

Notes: n/a=Reporting standards not met (insufficient sample size). #=Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Table 11

NAEP Mathematics 2009, Grade 8, Percent of Students at Each Achievement Level for Iowa and the Nation								
	Iowa				Nation			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
All Students	24%	42%	27%	7%	29%	39%	25%	7%
African American	50	40	8	2	51	37	11	1
American Indian	n/a	n/a	n/a	n/a	43	37	16	3
Asian/Pacific Islander	n/a	n/a	n/a	n/a	16	31	33	20
Hispanic	43	42	14	1	44	39	15	2
White	21	43	29	7	18	40	32	10
Low SES	39	44	15	2	43	40	15	2
Not Low SES	16	41	33	9	17	38	33	12
Disability	73	22	4	1	64	27	8	1
ELL	n/a	n/a	n/a	n/a	72	23	4	1

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment.

Notes: n/a=Reporting standards not met (insufficient sample size). #=Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

High School Graduates and Graduation Rates

This section reports six years of trend data on number of high school graduates and completers in Iowa public schools and displays a four-year fixed cohort graduation rate for graduating classes of 2009 and 2010. In addition, a five-year fixed cohort graduation rate is reported for the first time for the graduating class of 2009.

High School Graduates

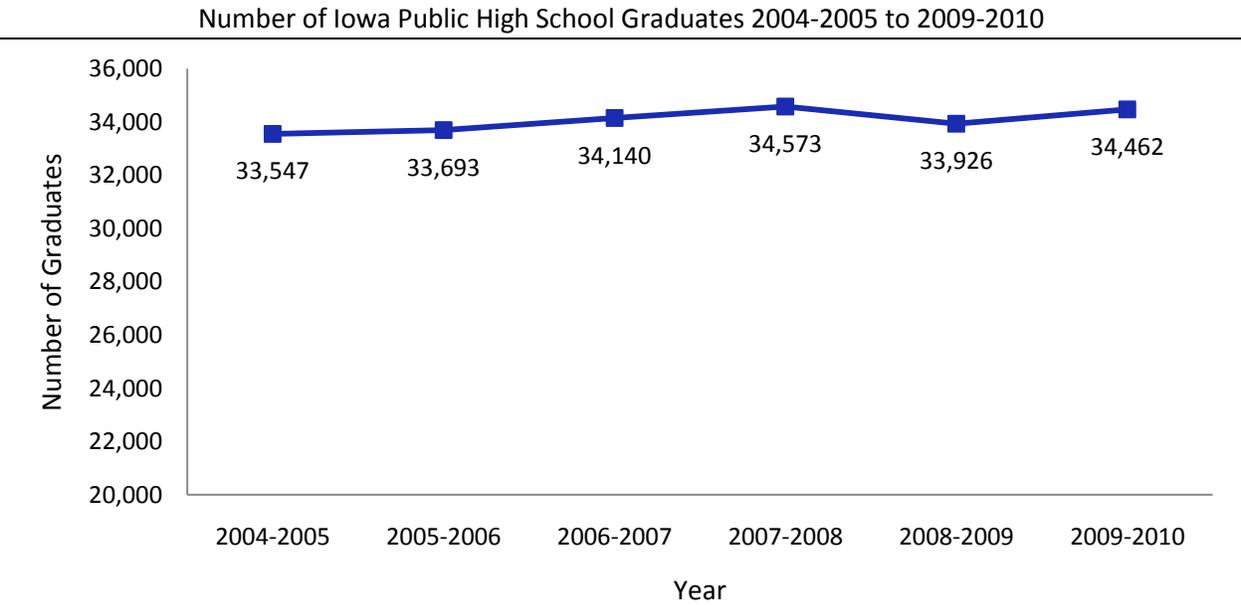
A public high school completer can receive one of two types of diplomas or a certificate. The NCLB Act defines the regular diploma recipients as high school graduates.

- Students receiving regular diplomas.
- Students receiving regular diplomas from an alternative placement within the district, or who have had the requirements modified in accordance with a disability.

Other completers, students who have finished the high school program but did not earn a diploma, are not high school graduates based on the *Iowa Consolidated State Application Accountability Workbook*.

Figure 43 shows the number of regular diploma recipients by school year from 2004-2005 to 2009-2010. The counts in this figure include the students who earn a regular diploma in four years and the students who receive regular diplomas in less or more than four years.

Figure 43



Source: Iowa Department of Education, Bureau of Information and Analysis, Project EASIER file.

High School Graduation Rates

Students in Iowa's 2009 and 2010 graduating classes had statewide identification numbers for five years or longer. With this identification system and Project EASIER data, Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their 9th grade year were not included in the cohort). The four-year fixed cohort graduation rate is calculated for the class of 2010 (or class of 2009) by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2006 (or first-time 9th graders enrolled in the fall of 2005 for class of 2009) minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four-Year Fixed Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$

For the graduating class of 2010

FG = First-time 9th grade students in fall of 2006 and graduated in 2010 or earlier

TIG = Students who transferred in grades 9 to 12 and graduate in 2010 or sooner

F = First-time 9th grade students in fall of 2006

TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12

TO = Transfer out (including emigrates and deceased)

For the graduating class of 2009

FG = First-time 9th grade students in fall of 2005 and graduated in 2009 or earlier

TIG = Students who transferred in grades 9 to 12 and graduate in 2009 or sooner

F = First-time 9th grade students in fall of 2005

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school students enrolled in another district but taking courses on a part-time basis; and foreign exchange students.

Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

The five-year fixed cohort graduation rate is calculated using a similar methodology as the four-year fixed cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2009-2010 school year) by the number of first-time 9th graders enrolled in the fall of 2005 minus the number of students who transferred out plus the total number of students who transferred in. The five-year fixed cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 12 displays the four-year fixed cohort graduation rates for graduating classes of 2009 and 2010. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males on average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other race groups; the students who were eligible for free reduced price lunch and IEP, English Language Learners (ELL), and migrant students had graduation rates lower than the all student group on average.

Table 12

Iowa Public High School Four-Year Fixed Cohort Graduation Rate by Subgroup						
	Class of 2009			Class of 2010		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	31,970	36,640	87.3%	32,104	36,152	88.8%
African American	1,112	1,543	72.1	1,076	1,494	72.0
American Indian	126	185	68.1	132	180	73.3
Asian	578	664	87.0	600	668	89.8
Hispanic	1,197	1,740	68.8	1,546	2,021	76.5
Hawaiian or Pacific Islander	++	++	++	+++	+++	+++
Two or More Races	++	++	++	379	438	86.5
White	28,957	32,484	89.1	28,371	31,349	90.5
Female+	16,140	18,099	89.2	16,325	17,999	90.7
Male+	15,830	18,541	85.4	15,779	18,153	86.9
Disability*	3,812	5,424	70.3	3,709	5,252	70.6
Migrant+	153	220	69.5	139	221	62.9
ELL**	597	933	64.0	701	962	72.9
Low SES***	9,118	11,810	77.2	9,768	12,383	78.9

Source: Iowa Department of Education, Bureau of Information and Analysis, Project EASIER files.

Notes: *Disability status is determined by the presence of an individualized education program (IEP). **ELL indicates English Language Learner. ***Low SES is determined by the eligibility for free or reduced price meals. +Not required for Adequate Yearly Progress (AYP) report. ++New reporting subgroup in 2009-2010. +++Small cell size.

The five-year fixed cohort graduation rates for the graduating class of 2009 are displayed in Table 13.

Table 13

Iowa Public High School Five-Year Fixed Cohort Graduation Rate by Subgroup for the Graduation Class of 2009			
	Numerator	Denominator	Graduation Rate
All Students	33,146	36,640	90.5%
African American	1,202	1,543	77.9
American Indian	142	185	76.8
Asian	605	664	91.1
Hispanic	1,329	1,740	76.4
White	29,855	32,484	91.9
Female+	16,647	18,099	92.0
Male+	16,499	18,541	89.0
Disability*	4,359	5,424	80.4
Migrant+	172	220	78.2
ELL**	687	933	73.6
Low SES***	9,844	11,810	83.4

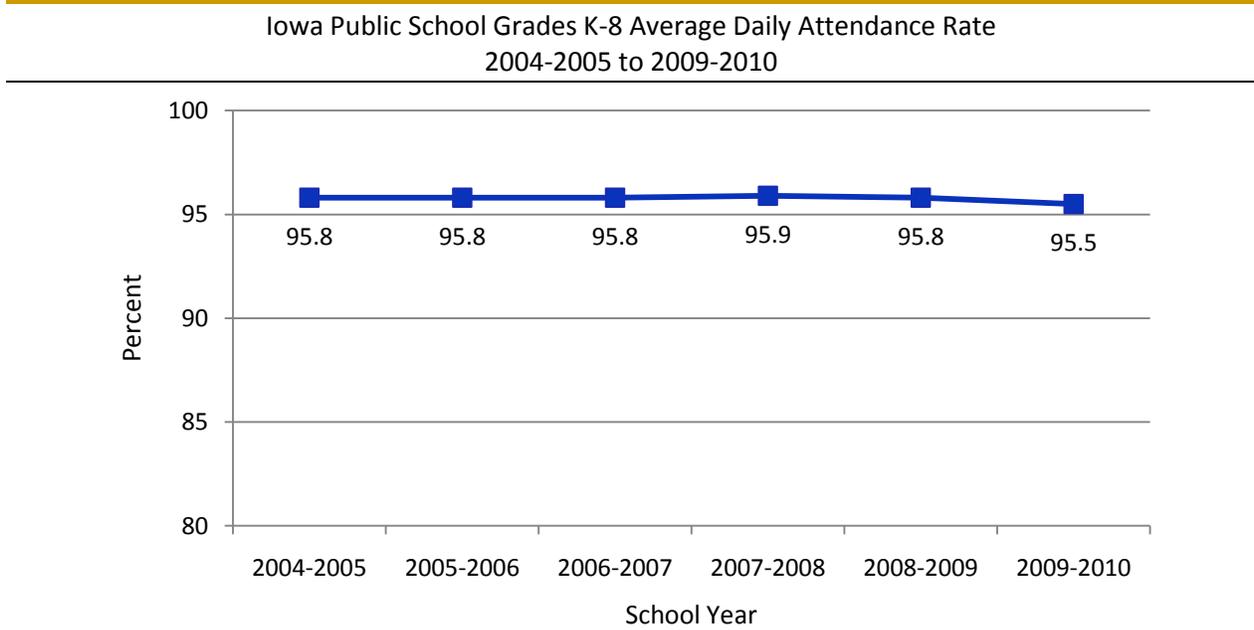
Source: Iowa Department of Education, Bureau of Information and Analysis, Project EASIER files.

Notes: *Disability status is determined by the presence of an individualized education program (IEP). **ELL indicates English Language Learner. ***Low SES is determined by the eligibility for free or reduced price meals. +Not required for Adequate Yearly Progress (AYP) report..

Average Daily Attendance

The average daily attendance (ADA) rate for kindergarten to grade 8 is one of the additional academic indicators for the NCLB accountability system. Iowa's average daily attendance is defined as the aggregate days of student attendance (days present) in a school or school district divided by the aggregate days of enrollment. The 2009-2010 aggregate K-8 ADA rate for Iowa public schools was 95.5 percent, a decrease of 0.3 percent from last year's rate. Figure 44 shows the ADA trend for Iowa public schools for the past 6 school years.

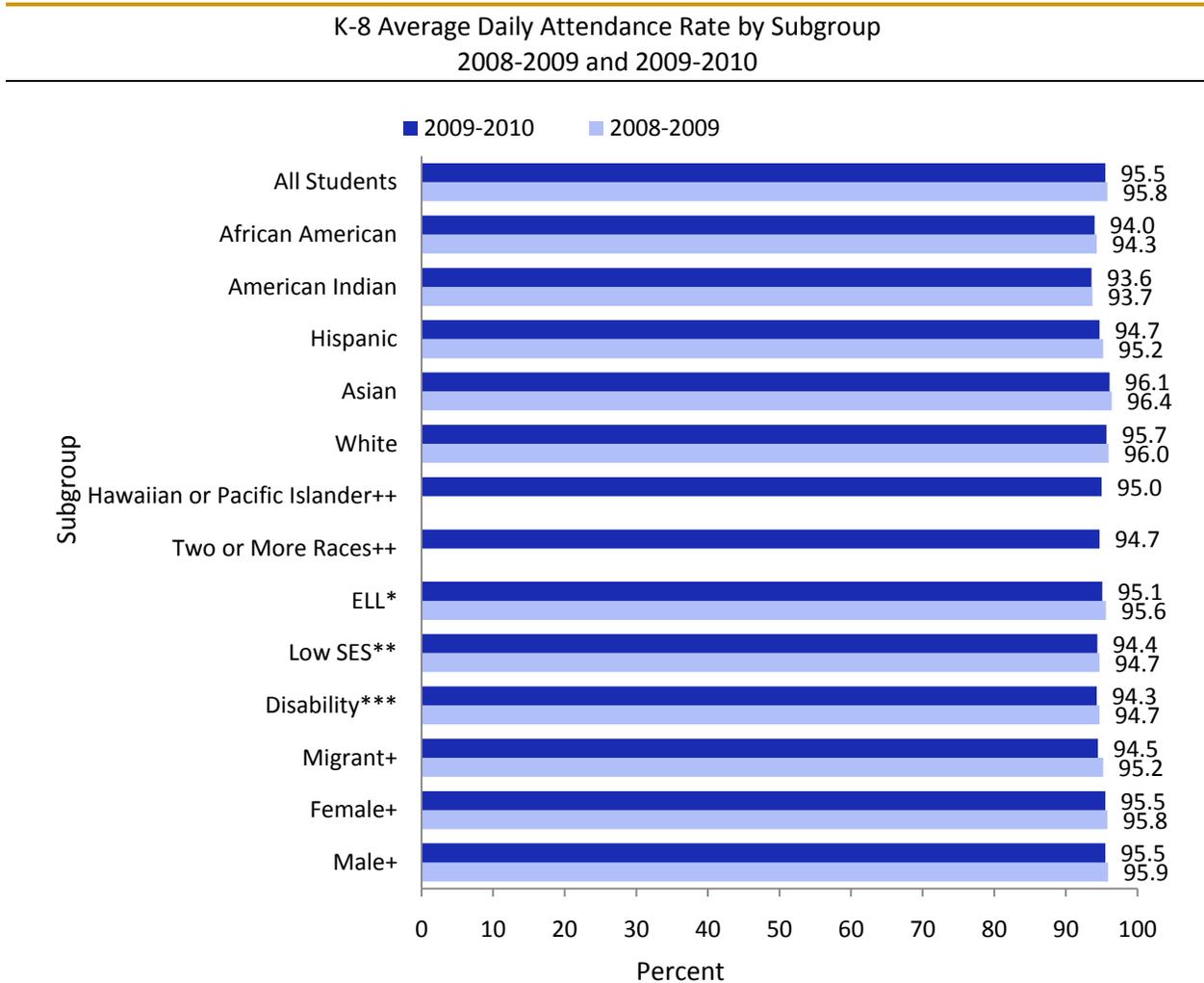
Figure 44



Source: Iowa Department of Education, Certified Annual Reports and Project EASIER file.

Figure 45 displays the disaggregated ADA data by subgroup for school years 2009-2010 and 2008-2009. ADA rates decreased slightly for all subgroups in the past year.

Figure 45



Source: Iowa Department of Education, Project EASIER Enrollment file.

Notes: *ELL indicates English Language Learner.

**Low SES is determined by the eligibility for free or reduced price meals.

***Disability status is determined by the presence of an individualized education program (IEP).

+Not required for Adequate Yearly Progress (AYP) report.

++New reporting subgroup in 2009-2010.

Highly Qualified Teachers

The No Child Left Behind (NCLB) Act requires states to provide the characteristics of teachers in high and low poverty schools in their annual state report card. The Act defines high and low poverty schools as those in the top (high) and bottom (low) quartiles of schools in poverty. The Iowa Department of Education uses the percentage of students eligible for free or reduced-price lunch by school to determine the poverty quartiles. Table 14 shows the comparison of teacher characteristics between high and low poverty public schools in 2010-2011. Table 15 shows the same comparison between high and low poverty public schools by school level. Highly Qualified Teacher (HQT) assignment indicates a match between assignment and endorsement areas. There was a larger percentage of the teachers with advanced degrees in high poverty schools than in low poverty schools. On average, the teachers in high poverty schools were older and had more district experience compared to the teachers in low poverty schools.

Highly qualified teacher data by academic area are presented in Tables 16 to 18. Table 17 further breaks down not HQT sections by school level and Table 18 breaks down the not HQT sections by school poverty status. For academic areas shown, all twelve areas had below 0.2 percent of sections that are taught by not Highly Qualified Teachers.

Table 14

Highly Qualified Teacher (HQT) Data for 2010-2011 All Schools by Poverty Status			
	High Poverty Schools	Low Poverty Schools	All Schools
# Sections in Selected Areas	40,314	34,823	142,956
# Sections in Selected Areas Not Taught by HQT	16	0	58
% Sections in Selected Areas Not Taught by HQT	0.04%	0.00%	0.04%
# Full-Time Teachers	9,459	7,861	32,831
# Advanced Degrees	3,281	2,650	10,271
% Advanced Degrees	34.7%	33.7%	31.3%
# Bachelor Degrees	6,178	5,211	22,560
Avg. District Experience	10.7	10.0	11.1
Avg. Total Experience	13.8	13.8	14.5
Average Age	42.0	40.5	41.8
Average Salary	\$50,040	\$51,035	\$49,738
# Students Served	127,826	120,756	467,198

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.
 Notes: District office and AEA teachers and students are NOT included. High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch. The selected academic areas include English, reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history, geography, elementary (K-8), and special education.

Table 15

Highly Qualified Teacher (HQT) Data for 2010-2011 by School Level and Poverty Status						
	Elementary			Secondary		
	High Poverty Schools	Low Poverty Schools	All Elementary	High Poverty Schools	Low Poverty Schools	All Secondary
# Sections in Selected Areas	22,217	19,339	81,950	18,554	15,129	61,006
# Sections in Selected Areas Not Taught by HQT	2	0	25	14	0	33
% Sections in Selected Areas Not Taught by HQT	0.01%	0.00%	0.03%	0.08%	0.00%	0.05%
# Full-Time Teachers	6,710	5,068	22,682	2,749	2,793	10,149
# Advanced Degrees	2,266	1,634	6,887	1,015	1,016	3,384
% Advanced Degrees	33.8%	32.2%	30.4%	36.9%	36.4%	33.3%
# Bachelor Degrees	4,444	3,434	15,795	1,734	1,777	6,765
Avg. District Experience	10.9	9.9	11.4	10.2	10.0	10.4
Avg. Total Experience	13.7	13.5	14.5	14.0	14.4	14.5
Average Age	41.6	39.9	41.7	43.0	41.4	42.2
Average Salary	\$50,409	\$50,510	\$49,864	\$49,715	\$50,966	\$49,444
# Students Served	85,995	78,877	320,007	41,831	41,879	147,191

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Notes: District office and AEA teachers and students are NOT included. High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch. The selected academic areas include English, reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history, geography, elementary (K-8), and special education.

Table 16

Number and Percent of Sections Not Taught by Highly Qualified School Teachers by Academic Area and School Level 2010-2011						
Academic Area	Sections for All Building Teachers		Sections for Building, District Office and AEA Teachers		Sections for Building and District Office Teachers	
	Total	% Not Taught by HQT	Total	% Not Taught by HQT	Total	% Not Taught by HQT
English	16,418	0.07%	17,054	0.07%	17,053	0.07%
Reading/Language Arts	8,373	0.01	8,631	0.01	8,629	0.01
Mathematics	15,216	0.00	15,719	0.03	15,719	0.03
Science	13,311	0.05	13,783	0.04	13,783	0.04
Foreign Language	5,987	0.00	6,142	0.00	6,142	0.00
Civics/Government	6,774	0.00	7,194	0.00	7,194	0.00
Economics	636	0.00	651	0.00	651	0.00
Arts	26,090	0.08	27,507	0.07	27,504	0.07
History	5,108	0.00	5,189	0.00	5,189	0.00
Geography	575	0.00	583	0.00	583	0.00
Elementary (K-8)	23,227	0.01	24,247	0.02	24,239	0.01
Special Education	21,241	0.08	21,807	0.08	21,433	0.08
Total	142,956	0.04	148,507	0.04	148,119	0.04

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Table 17

Number and Percent of Sections Not Taught by Highly Qualified School Teachers by Academic Area and School Level 2010-2011						
Academic Area	Sections for All Building Teachers		Sections for Elementary Building (K-8) Teachers		Sections for Secondary Building (9-12) Teachers	
	Total	% Not Taught by	Total	% Not Taught by	Total	% Not Taught by
		HQT		HQT		HQT
English	16,418	0.07%	5,114	0.00%	11,304	0.11%
Reading/Language Arts	8,373	0.01	7,799	0.00	574	0.17
Mathematics	15,216	0.00	5,206	0.00	10,010	0.00
Science	13,311	0.05	4,171	0.00	9,140	0.07
Foreign Language	5,987	0.00	895	0.00	5,092	0.00
Civics/Government	6,774	0.00	4,047	0.00	2,727	0.00
Economics	636	0.00	-	0.00	636	0.00
Arts	26,090	0.08	19,237	0.10	6,853	0.00
History	5,108	0.00	-	0.00	5,108	0.00
Geography	575	0.00	-	0.00	575	0.00
Elementary (K-8)	23,227	0.01	23,923	0.01	-	0.00
Special Education	21,241	0.08	12,254	0.02	8,987	0.16
Total	142,956	0.04	81,950	0.03	61,006	0.05

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Note: Secondary indicates a regular and alternative grade 9-12 building and elementary indicates grade level K-8.

Table 18

Number and Percent of Sections Not Taught by Highly Qualified School Teachers by Academic Area and Poverty Status 2010-2011						
Academic Area	Sections for All Building Teachers		Sections for High Poverty Building Teachers		Sections for Low Poverty Building Teachers	
	Total	% Not Taught by	Total	% Not Taught by	Total	% Not Taught by
		HQT		HQT		HQT
English	16,418	0.07%	4,438	0.13%	4,122	0.00%
Reading/Language Arts	8,373	0.01	2,861	0.00	1,371	0.00
Mathematics	15,216	0.00	4,417	0.00	3,579	0.00
Science	13,311	0.05	3,577	0.16	3,293	0.00
Foreign Language	5,987	0.00	1,356	0.00	1,822	0.00
Civics/Government	6,774	0.00	1,522	0.00	1,726	0.00
Economics	636	0.00	191	0.00	159	0.00
Arts	26,090	0.08	7,127	0.00	6,767	0.00
History	5,108	0.00	1,612	0.00	1,327	0.00
Geography	575	0.00	99	0.00	154	0.00
Elementary (K-8)	23,227	0.01	6,417	0.00	5,916	0.00
Special Education	21,241	0.08	6,697	0.06	4,587	0.00
Total	142,956	0.04	40,314	0.04	34,823	0.00

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Note: High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch.

In 2010-2011, there were no public school teachers in Iowa with an emergency or provisional license (Table 19).

Table 19

Number and Percent of Teachers with Emergency/Provisional Licenses 2010-2011		
	Number of Teachers	Percent of Teachers
All Schools	0	0%
Elementary Schools	0	0
Secondary Schools	0	0
High Poverty Schools	0	0
Low Poverty Schools	0	0

Source: Iowa Department of Education, Teacher Licensure Files and Basic Educational Data Survey, Staff Files.

Note: High/low poverty based on top and bottom 25 percent of schools in terms of percent of their students eligible for free/reduced price lunch.

Districts and Schools in Need of Assistance

Under the No Child Left Behind Act (NCLB), public school districts and public schools must report the academic progress of all students in grades 3 to 8 and 11. Student academic progress is reported by subgroups and their test participation rates in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the other academic indicators for public school districts.

If a district does not meet the annual Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) in either the “all students” group or any one of the subgroups within the required grade spans (3 to 5, 6 to 8, and 11) in the same subject area (either reading or mathematics) for two consecutive years, it shall be identified as a district in need of assistance. If a district does not meet the goals for district level K to 8 average daily attendance rate and high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance. Districts remain identified until they have met AYP for two consecutive years.

If a school does not meet the annual AYP state participation goals or state AMO in reading or mathematics assessment in either the “all students” group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance. If a school does not meet the goals for its other academic indicator (K to 8 average daily attendance rate or high school graduation rate) for two consecutive years, it is also identified as a school in need of assistance. Schools remain identified until they have met AYP for two consecutive years.

Based on 2010-2011 performance, 30 of 359 (8.4 percent) public school districts were identified as a district in need of assistance for the 2011-2012 school year. There were 1,401 Iowa public schools that provided services to students in grades K to 12. A total of 415 public schools (29.6 percent) were identified as a school in need of assistance. This is up from 7.5 percent of public school districts identified as in need of assistance and 24.9 percent of public schools identified as in need of assistance for the 2010-2011 school year.

Table 20 shows the list of the districts in need of assistance and Table 21 shows the list of schools in need of assistance.

Table 20

Districts in Need of Assistance for 2011-2012 School Year
Based Upon Previous School Years' Performance

District	Math Proficiency	Reading Proficiency
Atlantic		Delay-1
Bettendorf	DINA-1	
Burlington	DINA-2	DINA-1
Cedar Rapids	DINA-5	DINA-6
Clinton	Delay-2	DINA-5
Council Bluffs	DINA-6	DINA-6
Davenport	DINA-6	DINA-7
Denison	Delay-2	DINA-3
Des Moines	DINA-3	DINA-5
Dubuque	DINA-3	DINA-3
Estherville Lincoln Central	DINA-1	
Fort Dodge	DINA-3	DINA-7
Iowa City	DINA-6	DINA-6
Keokuk	Delay-2	
Lewis Central		DINA-2
Linn-Mar	DINA-1	
Marshalltown	DINA-6	DINA-3
Mason City	DINA-1	DINA-3
Mount Pleasant	DINA-2	
Muscatine		DINA-2
Newton	DINA-2	Delay-2
Oskaloosa	DINA-1	
Ottumwa	DINA-3	DINA-5
Perry	DINA-2	
Sioux City	DINA-6	DINA-6
South Tama County	DINA-2	
Storm Lake	DINA-1	
Vinton-Shellsburg		Delay-1
Waterloo	DINA-6	DINA-6
West Des Moines	DINA-3	DINA-2

Source: Iowa Department of Education, Division of Learning and Results, Adequate Yearly Progress Report.

Notes: DINA-# indicates the number of years a district has been on improvement status under NCLB. Delay-# indicates the status year of the district when it made AYP and was placed on Delay status. If the district meets AYP the following year, it is removed from DINA status.

Table 21

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
AGWSR	AGWSR MS			Delay-1	Delay-1	
Algona	Otto B Laing MS				Delay-1	
Ames	Ames HS			SINA-2		
Ames	Ames MS			SINA-5	SINA-3	
Anamosa	West MS			SINA-2		
Ankeny	Ankeny HS			Delay-1	Delay-1	
Ankeny	Parkview MS			SINA-3	SINA-3	
Ankeny	Northview MS			Delay-1	SINA-4	
Atlantic	Atlantic HS			SINA-1		
Atlantic	Atlantic MS			Delay-1	Delay-2	
Bellevue	Bellevue HS				SINA-1	
Belmond-Klemme	Belmond-Klemme ES				SINA-3	
Benton	Norway ES			SINA-1		
Bettendorf	Bettendorf HS			SINA-2	SINA-2	
Bettendorf	Bettendorf MS			SINA-6	SINA-5	
Bondurant-Farrar	Anderson ES			Delay-1		
Boone	Boone MS			SINA-2	SINA-1	
Boone	Franklin ES			SINA-2		
Boyer Valley	Boyer Valley MS/HS			SINA-1		
Brooklyn-Guernsey-Malcom	Brooklyn-Guernsey-Malcom Jr-Sr HS				SINA-1	
Burlington	Burlington HS			SINA-5	SINA-7	
Burlington	Burlington Alt School			SINA-2	SINA-1	
Burlington	James Madison MS			SINA-3	SINA-3	
Burlington	Aldo Leopold MS			SINA-3	SINA-1	
Burlington	Sunnyside ES			SINA-2		
CAL	CAL HS				SINA-2	
Camanche	Camanche MS			Delay-2	Delay-3	
Cardinal	Cardinal MS/ HS			Delay-2	Delay-2	
Carlisle	Carlisle MS			SINA-1		
Cedar Falls	Cedar Falls HS			Delay-2	SINA-4	
Cedar Falls	Holmes Junior HS			SINA-3	SINA-5	
Cedar Falls	Peet Junior HS				SINA-3	
Cedar Rapids	Thomas Jefferson HS			Delay-4	SINA-5	
Cedar Rapids	John F Kennedy HS				SINA-4	
Cedar Rapids	George Washington HS			SINA-6	SINA-6	
Cedar Rapids	Metro HS	SINA-8	SINA-8	SINA-5	Delay-4	
Cedar Rapids	Franklin MS			SINA-3	SINA-6	
Cedar Rapids	Harding MS			SINA-3	Delay-2	
Cedar Rapids	McKinley MS			SINA-3	SINA-7	
Cedar Rapids	Roosevelt MS			SINA-6	SINA-6	
Cedar Rapids	Taft MS			SINA-4	SINA-4	
Cedar Rapids	Wilson MS			SINA-3	Delay-2	
Cedar Rapids	Cleveland ES				SINA-3	
Cedar Rapids	Garfield ES				SINA-2	
Cedar Rapids	Grant Wood ES				Delay-2	
Cedar Rapids	Harrison ES				SINA-3	
Cedar Rapids	Hiawatha ES				SINA-2	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Cedar Rapids	Johnson ES			SINA-5	SINA-5	
Cedar Rapids	Madison ES			Delay-1	Delay-1	
Cedar Rapids	Van Buren ES			SINA-2	SINA-2	
Cedar Rapids	Wilson ES			Delay-2	SINA-2	
Center Point-Urbana	Center Point-Urbana MS				Delay-1	
Centerville	Centerville HS			SINA-2		
Centerville	Howar JHS			SINA-1	SINA-1	
Centerville	Lakeview Elem 4-5-6 School			SINA-2	SINA-3	
Central Clinton	Central MS			SINA-1	SINA-1	
Central Decatur	Central Decatur MS/HS			SINA-2	SINA-4	
Central Decatur	North ES				Delay-1	
Chariton	Chariton MS			SINA-1	SINA-2	
Chariton	Van Allen ES			SINA-3		
Charles City	Charles City MS			SINA-3	SINA-3	
Cherokee	Cherokee MS			SINA-1	SINA-1	
Clarinda	Clarinda MS			SINA-1	Delay-1	
Clarinda	Garfield ES			Delay-1		
Clarke	Clarke ES			SINA-2	SINA-2	
Clayton Ridge	Clayton Ridge MS			SINA-1		
Clear Creek Amana	Clear Creek Amana MS			Delay-3	SINA-1	
Clear Lake	Clear Lake MS				SINA-1	
Clinton	Clinton HS			Delay-2	SINA-3	
Clinton	Lincoln HS			Delay-2	SINA-3	
Clinton	Lyons MS			Delay-2	Delay-2	
Clinton	Washington MS			SINA-2	SINA-2	
Clinton	Bluff ES				SINA-2	
Clinton	Jefferson ES				SINA-3	
Clinton	Eagle Heights ES			SINA-1	SINA-1	
Colfax-Mingo	Colfax-Mingo MS			Delay-3	SINA-1	
College	Prairie HS			SINA-3	SINA-6	
College	Prairie Point			SINA-1	SINA-1	
College	Prairie Creek			SINA-1	SINA-1	
Columbus	Columbus HS			SINA-2	SINA-3	Delay-1
Columbus	Columbus MS			SINA-5	SINA-3	
Columbus	Roundy ES			SINA-2	SINA-3	
Corning	Corning ES				SINA-1	
Council Bluffs	Thomas Jefferson HS			SINA-5	SINA-7	
Council Bluffs	Abraham Lincoln HS			SINA-5	SINA-7	
Council Bluffs	Gerald W Kirn JHS			SINA-6	SINA-4	
Council Bluffs	Woodrow Wilson JHS			SINA-3	SINA-3	
Council Bluffs	Roosevelt ES				SINA-1	
Council Bluffs	Walnut Grove ES			Delay-1	Delay-2	
Creston	Creston HS			Delay-2		
Creston	Creston MS			SINA-2	SINA-2	
Creston	Creston ES			SINA-1	SINA-1	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Dallas Center-Grimes	Dallas Center-Grimes MS			SINA-2		
Davenport	Central HS			SINA-5	SINA-7	
Davenport	North HS			SINA-7	SINA-7	
Davenport	West HS			SINA-7	SINA-7	
Davenport	Kimberly Center East			SINA-3	SINA-5	
Davenport	Wood Int			SINA-7	SINA-6	
Davenport	Frank L Smart Int			SINA-3	SINA-3	SINA-2
Davenport	Sudlow Int			SINA-5	SINA-7	
Davenport	Walcott Int			SINA-2	SINA-2	
Davenport	Williams Int			SINA-5	SINA-6	
Davenport	J B Young Int			SINA-3	SINA-3	SINA-1
Davenport	Buchanan ES			SINA-1	Delay-1	
Davenport	Eisenhower ES				SINA-1	
Davenport	Fillmore ES			SINA-2	SINA-3	
Davenport	Jackson ES				SINA-2	
Davenport	Jefferson ES			SINA-3	SINA-3	
Davenport	Lincoln Academy of Fine Arts			SINA-2	SINA-2	
Davenport	Madison ES			SINA-2	SINA-2	
Davenport	McKinley ES			SINA-1		
Davenport	Monroe ES			SINA-3	SINA-3	
Davenport	Washington ES			SINA-3	SINA-1	
Davis County	Davis County MS			SINA-2		
Decorah	Decorah MS				SINA-1	
Denison	Denison HS			Delay-2	SINA-4	
Denison	Denison Alt HS			Delay-2	SINA-3	
Denison	Denison MS			SINA-3	SINA-6	
Denison	Broadway ES				Delay-1	
Denison	Denison ES			SINA-1		
Des Moines	East HS			SINA-6	SINA-6	
Des Moines	Hoover HS			SINA-7	SINA-5	
Des Moines	Lincoln HS			SINA-6	SINA-6	
Des Moines	North HS			SINA-3	Delay-2	
Des Moines	Roosevelt HS			SINA-4	SINA-5	
Des Moines	Scavo Alt HS	SINA-7	SINA-7	SINA-3	SINA-3	Delay-2
Des Moines	Brody MS			SINA-3	SINA-3	SINA-1
Des Moines	Callanan MS			SINA-4	SINA-5	
Des Moines	Goodrell MS			SINA-5	SINA-4	
Des Moines	Harding MS			SINA-5	SINA-6	
Des Moines	Hiatt MS			SINA-6	SINA-6	
Des Moines	Hoyt MS			SINA-2	SINA-6	
Des Moines	McCombs MS			SINA-8	SINA-3	
Des Moines	Meredith MS			SINA-8	SINA-8	
Des Moines	Merrill MS			SINA-5	SINA-8	
Des Moines	Weeks MS			SINA-3	SINA-3	
Des Moines	Capitol View ES			SINA-3	SINA-3	
Des Moines	Carver ES			SINA-3	SINA-2	
Des Moines	Cattell ES			SINA-2	Delay-2	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Des Moines	Edmunds Fine Arts Academy			SINA-1	SINA-2	
Des Moines	Findley ES			SINA-3	Delay-3	
Des Moines	Garton ES			Delay-2	Delay-2	
Des Moines	Greenwood ES			SINA-1	SINA-3	
Des Moines	Hillis ES			SINA-3		
Des Moines	Howe ES			SINA-3	Delay-2	
Des Moines	Hubbell ES			SINA-1	Delay-2	
Des Moines	Jackson ES			Delay-1	SINA-4	
Des Moines	King ES			SINA-5	Delay-1	
Des Moines	Lovejoy ES			Delay-2	SINA-3	
Des Moines	Madison ES			SINA-1	SINA-3	
Des Moines	McKinley ES			SINA-3	SINA-3	
Des Moines	Monroe ES			SINA-3	Delay-4	
Des Moines	Moulton ES			SINA-4	SINA-4	
Des Moines	Brubaker ES			Delay-2		
Des Moines	Oak Park			Delay-2		
Des Moines	Park Ave ES			SINA-2		
Des Moines	Perkins ES				SINA-3	
Des Moines	River Woods ES			Delay-2	Delay-2	
Des Moines	Samuelson ES			SINA-2	SINA-2	
Des Moines	Smouse Opportunity School			Delay-2		
Des Moines	South Union ES			SINA-4	SINA-5	
Des Moines	Stowe ES			SINA-1	SINA-3	
Des Moines	Studebaker ES				SINA-1	
Des Moines	Morris ES			SINA-2	SINA-3	
Des Moines	Willard ES			SINA-2	SINA-3	
Des Moines	Windsor ES			Delay-2		
Des Moines	Wright ES			SINA-3	SINA-3	
Des Moines	Orchard Place School			SINA-1	SINA-1	
Dubuque	Dubuque Senior HS			Delay-5	SINA-6	
Dubuque	Hempstead HS			SINA-1	SINA-2	
Dubuque	Thomas Jefferson MS			SINA-3	SINA-3	
Dubuque	George Washington MS			SINA-3	SINA-3	
Dubuque	Eleanor Roosevelt MS			SINA-1	SINA-1	
Dubuque	Audubon ES			SINA-1	SINA-1	
Dubuque	Fulton ES			SINA-1	SINA-2	
Dubuque	John Kennedy ES				SINA-1	
Dubuque	Lincoln ES			SINA-3	SINA-3	
Dubuque	Marshall ES				Delay-2	
Dubuque	Prescott ES			SINA-6	SINA-5	
Dubuque	Table Mound ES			SINA-1		
Dunkerton	Dunkerton ES			SINA-1		
Eagle Grove	Eagle Grove HS			SINA-1		
Eagle Grove	Robert Blue School			SINA-2	Delay-1	
East Greene	Grand Junction HS				Delay-2	
East Greene	Riphey ES			SINA-2	SINA-3	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
East Marshall	East Marshall MS				SINA-2	
East Union	East Union Jr-Sr HS				SINA-1	
Edgewood-Colesburg	Edgewood-Colesburg HS			SINA-2	SINA-2	
Emmetsburg	Emmetsburg MS				SINA-1	
Estherville Lincoln Central	Estherville Lincoln Central HS			SINA-1		
Estherville Lincoln Central	Estherville Lincoln Central MS			SINA-3	SINA-4	
Fairfield	Fairfield MS			SINA-3	SINA-2	
Forest City	Forest City MS				SINA-1	
Fort Dodge	Fort Dodge HS			SINA-8	SINA-8	
Fort Dodge	Phillips MS			SINA-7	SINA-7	
Fort Dodge	Fair Oaks MS			SINA-2	SINA-6	
Fort Dodge	Duncombe ES				SINA-3	
Fort Dodge	Riverside ES			SINA-1		
Fort Madison	Fort Madison HS				SINA-2	
Fort Madison	Fort Madison MS			SINA-3		
Fremont-Mills	Fremont-Mills MS/HS				SINA-2	
Fremont-Mills	Fremont-Mills ES				SINA-2	
Gladbrook-Reinbeck	Gladbrook-Reinbeck MS			SINA-2	Delay-2	
Glenwood	Glenwood MS			SINA-3	SINA-1	
Grinnell-Newburg	Grinnell MS			SINA-1	SINA-1	
Grinnell-Newburg	Davis ES				Delay-1	
Hamburg	Marnie Simons ES			SINA-1		
Hampton-Dumont	Hampton-Dumont HS				SINA-1	
Hampton-Dumont	Hampton-Dumont MS			Delay-1	SINA-5	
Harlan	Harlan Comm MS			Delay-2		
Harmony	Harmony Jr-Sr HS				SINA-1	
Highland	Riverside ES				SINA-1	
Howard-Winneshiek	Cresco Junior HS				Delay-2	
Howard-Winneshiek	Crestwood ES				SINA-1	
Independence	Independence MS			SINA-2	SINA-3	
Independence	West ES			SINA-2	SINA-1	
Indianola	Wilder ES			SINA-1		
Indianola	Indianola MS			SINA-2	SINA-1	
Iowa City	Iowa City HS			SINA-3	SINA-3	
Iowa City	West Senior HS			Delay-6	SINA-6	
Iowa City	Elizabeth Tate Alt HS			SINA-6	SINA-6	
Iowa City	North Central JHS				SINA-1	
Iowa City	Northwest JHS			SINA-6	SINA-7	
Iowa City	Southeast JHS			SINA-7	SINA-8	
Iowa City	Central ES			SINA-1	SINA-1	
Iowa City	Kirkwood ES			SINA-3	SINA-3	
Iowa City	Helen Lemme ES			SINA-1	SINA-1	
Iowa City	Robert Lucas ES			SINA-3	Delay-2	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Iowa City	Penn ES			SINA-2	SINA-2	
Iowa City	Roosevelt ES			SINA-2	SINA-1	
Iowa City	Mark Twain ES			SINA-3	SINA-4	
Iowa City	Grant Wood ES			SINA-3	SINA-3	
Iowa City	James Van Allen ES			Delay-2	Delay-1	
Iowa Falls	Rock Run ES			SINA-1	Delay-1	
Johnston	Johnston Senior HS			SINA-1	SINA-2	
Johnston	Summit MS			SINA-1	SINA-1	
Johnston	Johnston MS				SINA-1	
Keokuk	Keokuk HS			Delay-6	Delay-6	
Keokuk	Keokuk MS			SINA-7	SINA-2	
Knoxville	Knoxville HS			SINA-2	SINA-2	
Knoxville	Knoxville MS				SINA-1	
Laurens-Marathon	Laurens-Marathon MS				Delay-1	
Laurens-Marathon	Laurens-Marathon ES				Delay-1	
Le Mars	Le Mars MS			SINA-1		
Lewis Central	Lewis Central Senior HS			SINA-2		
Lewis Central	Lewis Central MS			SINA-3	SINA-5	
Lewis Central	Titan Hill Int School			SINA-3	SINA-3	
Linn-Mar	Linn-Mar HS			SINA-3	SINA-5	
Linn-Mar	Excelsior MS			SINA-2	SINA-2	
Linn-Mar	Oak Ridge School			SINA-2	Delay-2	
Louisa-Muscatine	Louisa-Muscatine HS			SINA-2		
Louisa-Muscatine	Louisa-Muscatine JHS			SINA-1		
Maquoketa	Maquoketa MS			SINA-5	SINA-5	
Maquoketa	Briggs ES			Delay-2	Delay-2	
Marion	Vernon MS			SINA-1	SINA-1	
Marshalltown	Marshalltown HS			SINA-7	SINA-7	
Marshalltown	B R Miller MS			SINA-6	SINA-5	
Marshalltown	Anson ES			Delay-2	SINA-2	
Marshalltown	Franklin ES			Delay-2		
Marshalltown	Fisher ES				SINA-2	
Marshalltown	J C Hoglan ES				SINA-1	
Marshalltown	Lenihan Int School			SINA-3	SINA-3	
Marshalltown	Rogers ES			Delay-1	Delay-2	
Marshalltown	Woodbury ES				SINA-1	
Mason City	Mason City HS			Delay-4	SINA-4	
Mason City	Alt School			SINA-1	SINA-3	
Mason City	John Adams MS			SINA-3	SINA-3	
Mason City	Harding ES				SINA-2	
Mason City	Roosevelt ES			Delay-2	SINA-1	
Midland	Midland Middle/HS				Delay-1	
Mid-Prairie	Mid-Prairie MS			Delay-2	SINA-3	
Missouri Valley	Missouri Valley MS			Delay-1		
Monticello	Monticello MS				SINA-1	
Mormon Trail	Mormon Trail ES			SINA-2	Delay-2	
Mount Ayr	Mount Ayr HS				Delay-1	
Mount Pleasant	Mount Pleasant HS			SINA-2		

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Mount Pleasant	WisdomQuest Education Center			SINA-2		
Mount Pleasant	Mount Pleasant MS			SINA-2	SINA-3	
Mount Pleasant	Van Allen ES				SINA-1	
Muscatine	Muscatine HS			SINA-6	SINA-6	
Muscatine	Central MS			SINA-2	SINA-3	
Muscatine	West MS			SINA-6	SINA-3	
Nevada	Nevada MS			SINA-1	SINA-3	
Newton	Newton Senior HS			SINA-2		
Newton	Basics and Beyond Alt School			SINA-2	Delay-2	
Newton	Berg MS			SINA-5	SINA-6	
Nishna Valley	East Mills MS				SINA-1	
North Cedar	North Cedar MS				SINA-3	
North Scott	North Scott Senior HS			SINA-4	Delay-3	
North Scott	North Scott JHS			Delay-2		
North Iowa	North Iowa MS			SINA-1		
North Iowa	North Iowa ES Buffalo Center			SINA-1	SINA-1	
Norwalk	Norwalk MS				Delay-2	
Norwalk	Lakewood ES				SINA-1	
Oelwein	Oelwein HS			Delay-1		
Oelwein	Oelwein MS			SINA-1		SINA-2
Oelwein	Wings Park ES			SINA-1		SINA-1
Okoboji	Okoboji MS			SINA-1		
Olin Consolidated	Olin Jr-Sr HS				SINA-2	
Oskaloosa	Oskaloosa HS			SINA-3	SINA-3	
Oskaloosa	Oskaloosa MS			SINA-6	SINA-3	
Oskaloosa	Oskaloosa ES			SINA-1	SINA-1	
Ottumwa	Ottumwa HS			SINA-7	SINA-8	
Ottumwa	Evans MS			SINA-6	SINA-5	
Ottumwa	Agassiz ES				SINA-1	
Ottumwa	Douma ES			SINA-1	SINA-2	
Ottumwa	James ES			SINA-1	SINA-1	
Ottumwa	Wildwood ES			SINA-1		
Ottumwa	Wilson ES			SINA-3	SINA-1	
Pella	Pella MS			SINA-1	SINA-1	
Pella	Jefferson Int				SINA-1	
Perry	Perry HS			SINA-6	SINA-7	
Perry	Perry MS			SINA-2	SINA-5	
Perry	Perry Elem			SINA-3	Delay-5	
Pleasant Valley	Pleasant Valley JHS			SINA-2	SINA-4	
Pleasantville	Pleasantville MS				Delay-1	
Postville	Cora B Darling ES/MS			SINA-2		
Red Oak	Red Oak MS			SINA-2	Delay-2	
Red Oak	Washington Int School				Delay-1	
Riceville	Riceville HS				SINA-2	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Rockwell-Swaledale	West Fork MS				SINA-2	
Sac	East Sac County MS			SINA-1		
Saydel	Woodside MS			SINA-5	SINA-2	
Sergeant Bluff-Luton	Sergeant Bluff-Luton MS				SINA-1	
Sibley-Ocheyedan	Sibley-Ocheyedan MS				SINA-1	
Sioux Central	Sioux Central MS			SINA-1	SINA-1	
Sioux City	East HS			Delay-4	SINA-4	
Sioux City	North HS			SINA-7	SINA-6	
Sioux City	West HS			SINA-5	SINA-7	
Sioux City	East MS			SINA-6	SINA-3	
Sioux City	North MS			SINA-3	SINA-3	Delay-1
Sioux City	West MS			SINA-6	SINA-7	SINA-1
Sioux City	Bryant ES			SINA-2		
Sioux City	Emerson ES			SINA-1	SINA-1	
Sioux City	Everett ES			SINA-2	SINA-2	
Sioux City	Hunt ES			SINA-1	SINA-1	
Sioux City	Irving ES			SINA-3	SINA-1	
Sioux City	Leeds ES			SINA-1	SINA-1	
Sioux City	Longfellow ES			SINA-1	SINA-2	
Sioux City	Riverside ES				Delay-2	
Sioux City	Roosevelt ES			Delay-2	SINA-1	
Sioux City	Smith ES			SINA-2	SINA-2	
Sioux City	Whittier ES			Delay-2	SINA-1	
Southern Cal	Southern Cal Jr-Sr HS				SINA-1	
South Tama County	South Tama County HS			SINA-2		
South Tama County	South Tama County MS			SINA-3	SINA-3	
South Tama County	South Tama County ES			SINA-4	SINA-3	
Southeast Polk	Southeast Polk HS			SINA-3	SINA-3	
Southeast Polk	Southeast Polk JHS			SINA-3	SINA-6	
Southeast Polk	Clay ES				Delay-1	
Spencer	Spencer MS				SINA-5	
Spencer	Fairview Park ES				Delay-1	
Spencer	Lincoln ES			SINA-2		
Spirit Lake	Spirit Lake MS			Delay-1		
Storm Lake	Storm Lake HS			SINA-4	SINA-6	
Storm Lake	Storm Lake MS			SINA-2	SINA-7	
Tipton	Tipton MS			Delay-1	SINA-1	
Titonka Consolidated	Titonka MS				SINA-1	
Union	Union HS				SINA-1	
Union	Union MS				SINA-2	
Urbandale	Urbandale MS			SINA-3	SINA-3	
Urbandale	Karen Acres ES				SINA-1	
Villisca	Villisca HS				SINA-1	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Vinton-Shellsburg	Vinton-Shellsburg HS			SINA-2	SINA-3	
Vinton-Shellsburg	Vinton-Shellsburg MS			Delay-2	Delay-4	
Vinton-Shellsburg	Shellsburg ES				Delay-2	
Waco	Waco ES				SINA-1	
Wapello	Wapello JHS				SINA-2	
Washington	Washington JHS				SINA-1	
Washington	Lincoln Upper ES			SINA-3		
Washington	Stewart ES			Delay-2	Delay-2	
Waterloo	East HS			SINA-7	SINA-4	
Waterloo	West HS			SINA-6	SINA-7	
Waterloo	Expo Alt School			SINA-5	SINA-5	
Waterloo	Bunger MS			SINA-3	SINA-3	
Waterloo	Central MS			SINA-7	SINA-7	
Waterloo	Hoover MS			SINA-6	SINA-5	
Waterloo	George Washington Carver Academy			SINA-6	SINA-6	
Waterloo	Poyner ES			SINA-2	SINA-2	
Waterloo	Edison ES			SINA-3	SINA-3	
Waterloo	Cunningham School			SINA-3	Delay-1	
Waterloo	Irving ES			SINA-3	SINA-3	
Waterloo	Kittrell ES			SINA-3	Delay-2	
Waterloo	Lincoln ES			SINA-3	SINA-3	
Waterloo	Lowell ES			SINA-1	SINA-2	
Waterloo	Highland ES			SINA-6	SINA-5	
Waukee	Waukee ES			SINA-1	SINA-1	
Waukee	Waukee MS				SINA-1	
Webster City	Webster City MS				SINA-1	
West Burlington	West Burlington HS					Delay-1
West Central Valley	West Central Valley MS			SINA-3		
West Delaware County	West Delaware MS				SINA-2	
West Delaware County	Lambert ES				Delay-1	
West Des Moines	Valley HS			SINA-6	SINA-5	
West Des Moines	Walnut Creek Campus			Delay-2	SINA-3	
West Des Moines	Valley Southwoods			SINA-6	SINA-5	
West Des Moines	Indian Hills JHS			SINA-2	SINA-4	
West Des Moines	Stilwell Junior HS				SINA-2	
West Des Moines	Clive ES			SINA-1		
West Des Moines	Crestview ES			SINA-2	SINA-1	
West Des Moines	Crossroads Park ES			Delay-1	Delay-1	
West Des Moines	Hillside ES			SINA-2	SINA-3	
Western Dubuque	Drexler MS				SINA-1	
West Hancock	West Hancock MS				SINA-1	
West Harrison	West Harrison HS			Delay-1		
West Harrison	West Harrison ES			SINA-2		
West Liberty	West Liberty HS			SINA-3	SINA-2	
West Liberty	West Liberty MS			SINA-2	SINA-3	

Table 21 (continued)

Schools in Need of Assistance for 2011-2012 School Year Based Upon Previous School Years' Performance						
District Name	School Name	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
West Marshall	West Marshall MS					Delay-1
Westwood	Westwood HS					SINA-1
Westwood	Westwood ES			SINA-1		Delay-1
Wilton	Wilton Jr-Sr HS					SINA-2
Winterset	Winterset JHS					Delay-2
Winterset	Winterset MS			SINA-1		
Winterset	Winterset ES					Delay-2

Source: Iowa Department of Education, Division of Learning and Results, Adequate Yearly Progress Report.

Notes: Alt indicates Alternative School; ES indicates Elementary School; MS indicates Middle School; HS indicates High School; JHS indicates Junior High School; Jr-Sr HS indicates Junior-Senior High School; Int indicates Intermediate School; SINA-# indicates the number of years a school has been on improvement status under NCLB; and Delay-# indicates the status year of the school when it made AYP and was placed on Delay status. If the school meets AYP the following year, it is removed from SINA status.